

DOCUMENT RESUME

ED 037 708

24

AL 002 333

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TITLE Teaching Standard English as a Second Dialect to  
Primary School Children in Hilo, Hawaii. Appendix B:  
Teacher's Guide and Lessons. Volume II of II  
Volumes. Final Report.  
INSTITUTION Hawaii State Dept. of Education, Hilo.  
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Bureau  
of Research.  
BUREAU NO BR-5-0692  
PUB DATE Oct 69  
CONTRACT OEC-6-10-176  
NOTE 707p.  
EDRS PRICE MF-\$2.75 HC-\$35.45  
DESCRIPTORS Audiolingual Methods, Audiovisual Aids, \*Grammar,  
\*Nonstandard Dialects, Pattern Drills (Language),  
Phonemic Alphabets, Pidgins, Primary Grades,  
\*Pronunciation Instruction, Standard Spoken Usage,  
\*Teaching Guides, \*Ten1

ABSTRACT

This document comprises the teacher's guide and lessons for teaching standard English to kindergarten through third grade children in Hilo, Hawaii. Sections are (1) Teacher's Guide, (2) Audio-Visual Aids, (3) Phonemic Symbol List, (4) Phonology Lesson Section, and (5) Structure Lesson Section. Appended are a short glossary of terms, acknowledgements, and bibliography. See AL 002 332 for Volume I. (D0)

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FINAL REPORT

Project No. 5-0692  
Contract No. OE-6-10-176

ED037708

Volume II of II Volumes

TEACHING STANDARD ENGLISH AS A SECOND DIALECT  
TO PRIMARY SCHOOL CHILDREN IN HILO, HAWAII

APPENDIX B:

TEACHER'S GUIDE AND LESSONS

Elaine E. Sugai  
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P.O. Box 1922  
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October 1969

U.S. DEPARTMENT OF  
HEALTH, EDUCATION, AND WELFARE

Office of Education  
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The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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## ACKNOWLEDGMENTS

Many people have contributed to this project. In our attempt to name everyone, we may have unintentionally left some names out.

Inquiries which gave rise to this project were begun by Dale P. Crowley, Senior Linguist at the Hilo Peace Corps Training Center, Harry C. Chuck, now Hawaii District Superintendent of Education, Elaine Kono, Hawaii District Language Arts Curriculum Specialist, and Ralph H. Kiyosaki, now Hawaii State Superintendent of Education.

Mr. Crowley designed the project and was the Principal Investigator for two years. Mr. Chuck was Project Coordinator. Arthur P. Coladarci, Associate Dean of Stanford University's School of Education, guided research methodology and data analysis. Elaine E. Sugai, Miyoko Sugano, Jean Matsumura, and David E. Marsters supervised data collection and speech proficiency ratings. Miss Sugai and Miss Sugano wrote the project lesson materials and the teacher's guide. Mr. Marsters assisted with the writing of pattern drills. The entire staff contributed to teacher training. Robert O. H. Petersen assisted with materials development the first two years of the project and served as the Principal Investigator during the final two years. The project teachers were Anna Chow, Lily Inada, Florence Kubota, and Marilyn Nishimoto. Adele Jensen was the secretary for the project and prepared all the masters for this report.

Consultants to the project were: Howard P. McKaughan, Stanley M. Tsuzaki, Charles W. Whitley, and Neil Weintraub, University of Hawaii; Robert W. Politzer, Frederick J. McDonald, and Paul V. Lorton, Jr., Stanford University; Basil Willett, Woodside (California) School District; Andrew MacLeish, Northern Illinois University; and Walter Loban, University of California.

The contrastive analysis was prepared by Gloria Glissmeyer, Teresa Cheng, Stanley Tsuzaki, and Mary Lou Huebl, all of the University of Hawaii, under the direction of Howard P. McKaughan.

Lillian Noda, Alice Fujimoto, Margaret Stearns, and Myrtle Zane administered project tests. Speech proficiency ratings were assigned by Frances de Silva, Mae N. Morita, Edward Hayashi, Ethel Yoshimasu, Nobuko Fukuda, Donna Saiki, Bessie Shindo,

Margaret Gota, Ethel Borges, Dorothy Liu, Akiko Oda, Norman Yoshida, Yuriko Aoki, Margaret Char, Kay Yamauchi, and Leila Kanno. Catherine D. Campainha assisted in teacher training

Barbara Kim, Program Specialist in Speech Education for the Hawaii State Department of Education, Elaine Kono, Hawaii District Language Arts Curriculum Specialist, Mae N. Morita, Hawaii District Elementary Education Curriculum Specialist, and Shiho Nunes, Associate Director of the Hawaii Curriculum Center, have given the project staff much valuable advice and encouragement.

Robert Hirano and Arthur Leithead, present and past Principals at Keaukaha School, and the school faculty assisted the project in many ways. Violet Henry, Principal of Haaheo Elementary School, Peter Kawahara, Principal of Honokohau Elementary School, and their faculties graciously allowed the project staff to test materials in their classrooms.

The project is grateful for the interest shown by the Hawaiian Homes Commission and their generous contribution of funds in support of project research.

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## I. TEACHER'S GUIDE

The oral language lessons that are part of this manual were developed and field-tested on kindergarten through third grade children at Keaukaha Elementary School, Hilo, Hawaii.

### A. Underlying Assumptions

#### 1. General Assumptions:

a. Hawaii Islands Dialect (HID) is a respectable, useful tool of communication for its speakers. But because it has a limited range of coverage and usefulness in terms of educational, social, and economic considerations, those who speak HID exclusively need to learn to speak Standard English (SE) as well.

b. Because instruction in our schools is done in SE and those students who are not familiar with or have not developed some facility with SE are at a distinct disadvantage, early education of these students must focus on the development of skills in the use of SE.

c. Oral language development precedes and facilitates development in reading and writing. Mere "talking" activities will not suffice to develop skill in oral language use.

d. Young children in the early elementary grades, because of their love of mimicry and their desire to please the interested adult, are receptive to structured oral language lessons as developed.

e. The divergence in language usage from SE should be dealt with in terms of contrasts in dialects rather than in terms of correction through remediation. Because HID speakers are native speakers of English, they need to have intensive training and practice in certain, rather than all, SE grammatical and phonological structures of high-frequency occurrence which are either absent from or used differently in HID.

f. Focusing on a few targets at a time, furthermore, makes learning more efficient and more effective.

g. Audio-lingual training is the basis for further language development and for this reason exercises need to revolve around speaker-listener situations.

h. Oral language practice is more meaningful when done in groups since the group situation provides the child with opportunities to listen to and speak with an adult model and his peers and bring into play non-verbal communication behavior - posture, gesture, expression - which are important, natural components of oral communication behavior.

i. The teacher who uses these lesson materials is one who has been provided with training in understanding the more basic principles of linguistics and language learning of young children directly relevant to these lessons, the essential contrasts between HID and SE, and with training and demonstration in using relevant second-language teaching methods and techniques.

## 2. Basic Assumptions About the Teacher:

Successful oral language teaching presupposes that the teacher has the qualities that are shared by all effective teachers: interest in and understanding of the interests, needs, capabilities (maturational level, attention span, etc.) of her children and can anticipate possible problems; patience so that when her students stumble, hesitate and need repeated and varied practice, she provides the time and help necessary; and perception, resourcefulness, and flexibility which enable her to create and seize opportunities for learning and reinforcement and readily adapt the conditions and materials to meet the children's needs. She is one who is aware of her own areas of weakness and tries to improve and/or compensate for this.

Above and beyond this, the teacher serves as a good listener and a SE speaker. She listens to the children and herself; she attends to and cares about what is being said and how it is being said. Her attitude toward usage and pronunciation is neither puristic nor "anything goes." Her attitude toward the dialect spoken by the children is not one of scorn but respect. Her intention is not to eradicate the dialect but to add to the children's store of language skills.

Her entire language use is the model - the verbal as well as the non-verbal behavior. She sets the example for her students to mimic consciously and unconsciously. She is the center - the initiator and guide - of language learning activities.

Finally, she is one who has been and is being provided with training and demonstrations necessary for effective presentation and follow-through.

## B. Project Lessons

### 1. Lesson Goals:

a. An understanding of the responsible roles speakers and listeners play in communicating ideas and feelings and in establishing social contact.

b. A realization that there is another variety of English (SE) and that this variety is appropriate for more formal situations such as the classroom, as opposed to less formal situations such as the playground where HID is appropriate and expected.

c. A progressive control and some degree of mastery of the structural and phonological targets used in meaningful and appropriate context - both conventional formulas of greetings; polite forms of request, and ways of exchanging information.

d. A degree of skill in generalizing and applying learned responses whenever appropriate in as many situations as possible; i. e., internalization of these language skills. Progress toward a kind of automatic control of these features of language that enables the child to manipulate them with some facility and accuracy when the need arises.

e. A growing confidence in speaking SE.

## 2. General Design of the Lessons:

These lessons were written for kindergarten through third grade children to be presented for approximately 30 minutes per day (for either two 15-minute or three 10-minute language sessions) in classes averaging about 25 students.

The initial language sessions, covering a period of about a month, revolve around the structure lessons alone without the phonology lessons. After five or seven structure lessons have been completed, the phonology lessons and the structure lessons are taught together at each language session. (Refer to the "Sequence of Phonology Lessons.") When the time comes for the two types of lessons to be presented together, the initial portion of the phonology lesson, Part I, (the first time the target sound is introduced), is presented before the structure lesson is introduced; however, the initial portion of the grammar-based phonology lessons on /-s, -z/ - noun plural finals, third person singular verb finals, and noun possessive finals, and on /-t, -d/ - past tense verb finals, are presented after the presentation of the dialogue of those structure lessons. After the initial presentation, the other portions of the phonology lessons are presented either before or after the other presentations of that particular structure lesson.

The structure lessons (one set for each grade) are sequenced in target presentation in that particular targets are presented a few at a time (per lesson) and each succeeding lesson, while focusing on particular targets, gives additional practice for previously presented

targets. The phonology lessons, on the other hand; are not sequenced in this manner. Such a sequence was not possible because of the difficulty in avoiding the use of sounds not yet mastered by the children, the same set of lessons serves all grade levels, the phonology lessons accompany different structure lessons per grade level, and because of the need to afford the teacher some flexibility in using the phonology lessons - with the exception of the grammar-based lessons - whenever she so chose. However, sequencing, in terms of focusing on a target at a time and in terms of holding the children responsible for previously learned targets is maintained.

### C. Preparation

#### 1. Classroom Environment:

The classroom in which the language lessons are presented must have an atmosphere that is conducive to attentive listening and speaking.

If the classroom atmosphere is one of congeniality and freedom, the student will find it easier to imitate and exaggerate the sounds which seem peculiar to him. Strain or an ill-at-ease feeling prevents development of the flexibility which is essential in learning new patterns of sound and structure.<sup>1</sup>

To the extent that she can exercise control over time and place, the teacher should try to carry on the language sessions when and where disruptions will be minimal; e. g. , she may wish to avoid periods just before and after recess and lunch because they may be peak periods of excitability and/or restlessness. She should feel free to carry on the language session at different times of the day as she deems necessary and suitable.

The teacher should arrange the seating with the following in mind:

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<sup>1</sup> Robert Lado and Charles C. Fries, English Pronunciation: Exercises in Sound Segments, Intonation, and Rhythm (Ann Arbor, Michigan: The University of Michigan Press, 1954), p. v.

a. The ease with which the teacher can move around the room to each child to ensure attentiveness and accuracy in responding.

b. The ease with which each child can hear the teacher and his peers.

c. As the activities progress, the need for the weaker students to be seated near the abler ones who will be additional sources of good models.

## 2. Teaching Aids:

Whenever possible, the teacher can use appropriate audio-visual aids with appropriate cues to implement and enhance learning, always making sure that they never distract the students nor detract from the aims of the lessons. Examples and detailed explanations of the possible aids are found in a separate section, "Audio-Visual Aids."

## 3. Pupil Preparation:

At the outset and throughout the entire language session, the children need to understand and learn the following:

a. Any oral communication requires attentive, active listening to the speaker, whoever he may be, and clear, sufficiently loud and natural speaking to enable the listener to understand what is being said and to respond accordingly. The children should be led to understand that when communication breaks down the fault may lie with the speaker or the listener or both.

b. The basic ground rules under which to operate, i.e., what they may and may not do, must be explained clearly and emphatically. Where reasons for the rules can be explained, this should be done to ensure the full co-operation of the children. These rules once set, must be consistently, constantly, and fairly maintained for more efficient use of time and for more productive sessions. The ground rules should include the following among others:

1) Being attentive and alert, listening for a modeled utterance to be completed before responding, and responding as an individual or as part of the group as signaled by the teacher.

2) Responding in a natural, conversational manner at the normal rapid rate of speech.

3) Behaving with respect for others. Showing this through attentive listening and making allowances for mistakes and the need for correction.

However, the most effective learning takes place as a

result of seeing the teacher exemplify the qualities mentioned above.

c. The kinds of activities they will participate in and the ways in which they will respond need to be carefully explained and repeated as needed. The teacher can refer to these activities (role-playing in dialogues, etc.) by name or by hand signals so that only brief and simple signals (verbal and/or visual) need to be used to identify the activity and the required response. For example, for choral repetition, after the teacher models the utterance, she makes a circular motion with one hand or both; for individual repetition, after modeling, she points to an individual so that he alone responds while the rest listen.

#### D. Presentation

##### 1. Essentials of SE Pronunciation:

As a model and as a teacher of SE pronunciation, the teacher needs to determine what does and what does not constitute standard pronunciation. To arrive at a set of criteria, it is useful to consider the categories and explanations furnished by Robert Politzer<sup>2</sup> as guidelines:

##### [ Sociological criteria: ]

Sociological criteria would be based on the simple recognition that for some strange and often undefinable reasons certain pronunciations are associated with ignorance and are considered substandard while others are not . . . . For purely practical reasons, the teacher of standard English is undoubtedly forced to take into consideration these linguistically rather arbitrary dicta of society. At the same time, however, he must realize that they are arbitrary and not make the old mistake of teaching that standard English is defined by the speaker's avoidance of certain socially unacceptable pronunciations. (p. 8)

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<sup>2</sup> Robert L. Politzer, Problems in Applying Foreign Language Teaching Methods to the Teaching of Standard English as a Second Dialect, Research and Development Memorandum No. 40 (Stanford Center for Research and Development in Teaching, Stanford University, Stanford, California, December, 1968), pp. 8-9.

/Phonemic criteria:/

Phonemic criteria for establishing standard English would attempt to avoid pronunciations which would, by introducing additional homonyms into standard speech, create problems and misunderstanding in general communication or in reading instruction. (p. 8)

/Grammatical criteria:/

. . . a pronunciation must be considered a sub-standard (and conversely an alternate standard pronunciation must be taught) if it interferes with the possibility of using standard grammar. . . . There are various substandard pronunciations which make it impossible to use standard grammar. Principally, these substandard pronunciations consist in the dissolution or complete effacement of final consonants or consonantal clusters, on which much of English grammar depends; e. g., final -s as plural sign or a sign of the possessive or the third person singular; -ed as a sign of the past tense or the past participle. The failure to produce the significant markers of tense or person can hardly be considered a 'surface difference' between standard and dialect and a minimal pronunciation requirement for standard English must necessarily include an adequate pronunciation of final consonants and consonant groups of grammatical significance. (p. 9)

Standard English, like other dialects as well as other languages, has intonation patterns, rhythm patterns, and sounds peculiar to itself. As the principal model and evaluator of SE pronunciation, the teacher of oral language must be aware of some of the essential features that constitute the intonation, rhythm, and sounds of SE; i. e., those accoustical cues that aid in communicating with an SE speaker.

- a. Intonation: the sequences of pitch levels and the changes in these levels within an utterance.

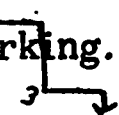
### Commonly used intonation patterns:\*

#### 1) The falling intonation:

The falling intonation refers to the pattern that involves the raising of the pitch above the normal level and the lowering of the pitch below the normal level. Frequently the pitch is high on the last stressed syllable or word in the sentence after which the voice glides to the low pitch level and fades quickly away. When the shift from one pitch to another occurs in a one-syllable word, the vowel is prolonged and the voice glides from one pitch level to the next within that word.

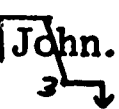
- a) This pattern is commonly used at the end of statements:

e. g. , 2 My dog's barking.



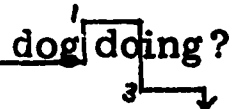
- b) It is also sometimes used in giving commands or making requests:

e. g. , 2 Take this to John.



- c) It is also used at the end of questions, especially those that are not answerable by yes or no -- usually those that contain question words such as what, where, who, which, when, how, and why:

e. g. , 2 What's your dog doing?



Note: Since there are questions in English with the same intonation as that of statements, it is important that the children be helped to focus on the signal at the beginning that tells that a question is being asked as well as what his reply should be based on.

- 
- \* Pitch levels: 1: high, usual stressed tone  
2: normal tone  
3: low, final tone

A vertical line indicates that the pitch changes between syllables. A diagonal or sloping line indicates that the pitch changes within a syllable. A break in the horizontal line indicates a sustained pitch with lessening of volume. An arrow indicates the direction the pitch -- rise or fall -- takes before fading.

2) The rising intonation:

The rising intonation refers to the pattern which involves the shift from the normal pitch level to the high pitch level after which the voice quickly fades away. Again, when the transition from one pitch to another is confined to a one-syllable word, the vowel is prolonged and the voice glides from one pitch level to the next within that word.

- a) This pattern is commonly used at the end of questions, having no interrogative word, ordinarily answered by yes or no:

e. g., Is your brother <sup>↑</sup>hungry?

Note: Too frequent use of the rising intonation on questions should be avoided since it could create the impression of artificiality or insincerity.

- b) This pattern is also used in a series of words or phrases on all members of the series except the last and in series of choices on all members of the series except the last:

e. g., I want an <sup>↑</sup>apple, a <sup>↑</sup>mango,

and an <sup>↑</sup>orange.

Do you want an <sup>↑</sup>apple, or a <sup>↑</sup>mango?

Special Note on Intonation of Tag Questions:

- (1) The falling intonation on the tag question: This pattern indicates that the speaker is not asking for information but is merely "making conversation" and/or asking the listener to confirm his impression.

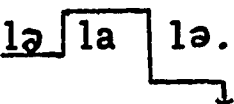
e. g., That book is <sup>↓</sup>interesting, isn't it? <sup>↓</sup>

- (2) The rising intonation on the tag question: This pattern usually indicates that the speaker is asking for information.

e. g., That book is <sup>↓</sup>interesting, isn't it? <sup>↑</sup>

Possible method for aiding children in recognizing intonation pattern:

If the children have difficulty in producing the appropriate intonation pattern, it might help to hum or "la-la" the change in pitches:

e. g. , 

b. Rhythm:

The regular recurrence of groups of syllables with one stressed syllable in a group. The essential components of SE rhythm include (a) grouping of words into phrases and pronouncing these phrases as a unit; i. e. , making smooth transitions between sounds within such groups; and (b) giving sufficient loudness to stressed syllables and words and weakening unstressed syllables and words within such a group.

1) Grouping:

The speaker's idea and intention determine the specific grouping of words; however, established usage does not allow the speaker to separate words that are closely related in meaning or grammar. ("To separate words" refers to making a slight pause between words.) The sentence "My mother told me to read it," contains three such groups - "my mother," "told me," and "to read it"; but in actual pronunciation of the sentence, it would be more natural to group it as either "My mother told me/ to read it," or "My mother/ told me to read it."

Each such group should be pronounced as a unit. When such a phrase contains a sequence in which a final consonant of a word is immediately followed by an initial vowel of another word, the final consonant of the preceding word tends to become the initial consonant of the following word in normal rapid speech. This is referred to by some as phonetic syllabication. For example, in the sentence cited above the phrase "to read it" (/tə riyd it/) is actually rendered /tə riyd it/.

Careful attention to details such as phonetic syllabication will help in the production of more natural SE rhythm because the rhythm pattern would give the listener the impression of a smooth flow of syllables within such phrases.

## 2) Stressing and Unstressing:

SE rhythm requires that there be marked difference between what is stressed and what is unstressed. For this reason, the stressed syllables should be noticeably louder than the unstressed syllables. This applies to stress in a word and in a sentence.

### Stressing:

Word stress: There are many patterns of word stress. A few words have more than one acceptable stress pattern: some change their stress patterns according to the function they serve in a particular sentence.

Sentence stress: Sentence stress as well as degree of stress is determined by the meaning intended by the speaker. Because they usually carry the idea of a sentence, verbs, adverbs, adjectives, demonstratives, and interrogatives are usually stressed.

### Unstressing:

Unstressing plays an equally important role with stressing in the rhythm pattern of SE. The vowels in unstressed position tend to be so weak that their quality is frequently indistinct. The schwa /ə/ is the most important vowel in English unstressing.<sup>3</sup> Moreover, because unstressed syllables and words are said so rapidly, they are usually of very short duration.

Certain parts of speech such as determiners, prepositions, personal pronouns, conjunctions, and verb forms used as auxiliaries or helping verbs are usually unstressed. And some of these words have more than one unstressed form, depending on their environment; e. g. , the.  
the:

- i) May be pronounced /ði/ before a vowel:  
e. g. , "the apple"
- ii) May be pronounced /ðə/ before a consonant:  
e. g. , "the man"

---

<sup>3</sup> Morton J. Gordon and Helene H. Wong, A Manual for Speech Improvement (Englewood Cliffs, N. J. : Prentice-Hall, Inc. , 1961), pp. 31-3.

Using unstressed forms is not a sign of carelessness or sloppiness but, on the contrary, is a definite requirement of SE rhythm. Regarding the contrast between the rhythm of SE and that of HID, Gordon and Wong states:

Stress-timed rhythm is an important aspect of spoken English. . . . Pidgin English rhythm, as found in Hawaii is . . . syllable-timed and has the typical staccato quality.<sup>4</sup>

To counteract the tendency toward staccato rhythm, the teacher must make a concerted and consistent effort to have the children group words into phrases and pronounce them as single units and to raise the pitch level high on the stressed syllables and lower it on the unstressed syllables.

Possible method for aiding children in recognizing rhythm groups:

If the children have difficulty in producing the appropriate intonation pattern, it might help to tap out the termination of each group of words with a pencil, using the normal rapid rate as the sentence is being modeled and as the children repeat.

c. Pronunciation of Sounds:

Accuracy in pronouncing the sounds of SE is important in differentiating sounds; e. g., between "pen" and "pan." (Since particular sounds which cause most difficulty to the children are treated in the phonology lessons, only those areas that are not specifically covered by the lessons are discussed here.)

Accuracy in pronunciation of a sound does not mean that a particular sound is articulated (pronounced) in just one way regardless of where it occurs in a stream of utterance. A sound is pronounced in a certain way according to its linguistic environment - whether it occurs in initial, medial, or final position; whether it occurs in stressed or unstressed position; whether it occurs before or after certain vowels and consonants.

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<sup>4</sup> Ibid., p. 25.

The following is an example:

/p/, /t/, and /k/ are aspirated (exploded with a puff of air) when they occur immediately preceding a stressed vowel as in "pin," "tin," and "kin." They are not usually aspirated when they occur in other positions. The pedagogical significance of this is in treating one of these sounds in isolation, the teacher would have to take environmental conditioning into consideration.

Special Note on Pronunciation of /t/ between Vowels:

In words such as "letter, better, water, butter, pretty, city, eating, sitting," and phrases such as "let her, write it, get it, eat it, got a lot," it is highly recommended that the "flapped t" pronunciation of /t/ be used. To produce the "flapped t," the tongue, instead of deliberately moving up and touching the upper gumridge, flicks rapidly against the upper gumridge or flicks it as it passes rapidly by.

Aside from the considerations to be noted for pronouncing individual sounds in particular environments, there is the consideration of pronouncing certain consonants when they are syllabic.

Special Note on Syllabic Consonants:

Some consonants in unstressed positions are often syllabic; i. e., the consonant itself is the center of a syllable or it is a syllable in itself where the vowel which precedes it is omitted.

Two of the consonants most frequently pronounced as syllabic consonants are /l/ and /n/. /l/ and /n/ may become syllabic when they have a common point of articulation with the preceding consonant; i. e., the placement of the tongue in producing the sound. Since /t/, /d/, /n/, and /l/ all have tongue tip contact on the upper gumridge, it is possible to pronounce /n/ and /l/ as syllabic. The tongue tip is left on the upper gumridge after articulating /t/, /d/, or /n/ and before pronouncing /l/ or /n/. If the tongue tip is removed before pronouncing /l/ or /n/, an extra vowel will be heard.

Below are a few examples of contrasts between two pronunciations of a number of words:

<u>Example:</u>	<u>w/ syllabic consonant:</u>	<u>w/ vowel:</u>
little	/litl/	/litəl/
button	/bʌtn/	/bʌtən/
garden	/gardn/	/gardən/
important	/impɔrtnt/	/impɔrtənt/
couldn't	/kudnt/	/kudənt/
isn't	/iznt/	/izənt/

Using syllabic consonants is not a sign of carelessness or sloppiness. It is highly recommended that they be used wherever normal rapid SE pronunciation calls for such use.

Thus, good pronunciation requires that SE intonation, rhythm, and sounds be rendered. Notions about clarity of articulation and ease of hearing should not lead to distortions of any one of these elements. Slowing down the rate of speech, exaggeration of stress or of individual sounds sometimes are made necessary and/or inevitable by the demands of teaching; i. e., in modeling or in correcting; but any such action should be immediately followed by normal rapid pronunciation of that particular utterance.

## 2. Audio-Lingual Methods:

### a. General Considerations:

Efficiency depends a great deal on the number of responses which the students make during a given time. The time should not be consumed by silence, hesitancy, or faltering which often indicates lack of understanding of the required response, lengthy explanations or directions or other forms of "teacher talk," and/or inattentiveness.

A brisk pace throughout the language session would help to maintain attentiveness and interest, keep boredom at a minimum, and result in more efficient use of time. Briskness of pace does not mean that an utterance is given at a speeded-up, unnatural rate; it does mean there should be little or no hesitancy or fumbling on the part of the teacher or the children. Because the teacher is well-prepared and her students know how to respond, she moves quickly from directions to examples, from modeling to response, from response of one child to another, and from choral to individual response, etc.

Time spent during the language session, however, should be balanced along with productivity and quality of productivity. Time

spent motivating the children is well spent. Abrupt, mechanical leaps into activities will take the children unaware and unprepared and will require more time and effort in the long run to gain and maintain interest and lively participation. Whenever she can recreate normal oral communication situations of face-to-face or telephone conversations between friends, between parent and child, between a storekeeper and a customer ordering something, etc., she should do so. Such situations would tend to approach meaningful situations for language practice and also help to make it more natural for appropriate non-verbal communication behavior to come into play.

As she moves quickly from one activity to another, the teacher should be sure that she has given clear-cut signals as to when the previous activity is completed and a new activity is about to begin. Each shift or change in activity and steps in the activity should be made smoothly and unambiguously by means of some kind of transitional device, perhaps like "You did very well. Now let's try this." In the early stages of the sessions, the children may have to be reminded about changes, but as they become accustomed to interpreting signals, more can be done in less time.

The time to proceed to a new type of drill, or lesson is when the majority of the children have gained a reasonable mastery of the targets given after all the items in the exercise or lesson have been completed. The children should have been given ample opportunity to acquire the materials being taught - a few repetitions do not mean that the materials have been automatically incorporated into the child's repertoire. However, prolonging repetitions of the same exercise or the lesson can lead to mechanical mouthing of words. If the children need more practice, more items conforming to the pattern being practiced should be added and/or new situations created because they want to feel they are progressing from one step to another, from one level to another.

One of the most difficult tasks the teacher of these lessons has to face is the development of sound judgment as to when "reasonable mastery" has been achieved. This is especially true in teaching SE as a second dialect since initial presentation and practice may offer a superficial picture of the children's difficulty or facility. Only thoroughness of treatment and the development of a relevant standard of achievement will aid the teacher in making a sound evaluation. "Reasonable mastery" should take into account the readiness and the capabilities of individual children, the strength of interfer-

ence from HLD, among other things; it should not be thought of as "complete mastery" which will take place only after constant normal use stretching over a long period of time.

b. Presentation Techniques:

1) Modeling:

Modeling is the practice of the teacher saying first that which the children imitate for the purpose of giving them an accurate example. Natural, conversational SE intonation, rhythm, stress, and pronunciation of sounds should be consistently maintained. Regardless of whether the modeled utterance is for phonology or the structure lesson, naturalness of the utterances should always be strived for. The teacher will have to guard against allowing the need for stressing certain sound and certain structural features to distort the naturalness of the utterance.

Because the number of syllables that can be retained by the ear is small, the children may stumble over certain "long" sentences. One second-language teaching method used to deal with the problem without distorting the natural rhythm and intonation of the sentence is the "backward-buildup" method. The difficult sentence is separated into short, natural segments, building from the end of the sentence to the beginning. For example, the sentence, "The teacher wanted me to clean the room," can be handled in this manner:

Teacher: Listen to this sentence: 'The teacher wanted me to clean the room.'

Repeat this: 'to clean the room.'

Child: To clean the room.

Teacher: Wanted me to clean the room.

Child: Wanted me to clean the room.

Teacher: The teacher wanted me to clean the room.

Child: The teacher wanted me to clean the room.

Cautionary Note on using "backward-buildup" method:

The segments must be structurally possible and natural and at the same time should not violate the aim of a particular exercise.

Examples:

If the children have difficulty contracting the auxiliary "is" in the following sentence: "A man's singing in the shower," it would be erroneous and misleading to segment the sentence into "a man's" and "singing in the shower." Not only will this practice mislead the children about the

grammatical structure, it may reinforce some children's notion that "man's" is the plural form of "man."

In the phonology lessons on the grammar-based final consonant final /-s/, a number of sentences have the words with the final consonant target sounds in sentence medial position to facilitate practice. If such sentences are segmented at the end of words with such target sounds, the exercise will lose much of its value. For example, if the target was noun plural consonant final /-z/ and the sentence the children had difficulty with was: "I see the ships in the ocean," it would be grammatically possible to separate the prepositional phrase from "ships"; however, because, for the purposes of the phonology target practice, the phrase should be spoken without pause after "ships," the segment would have to be "the ships in the ocean," and then, "I see the ships in the ocean."

## 2) Responses:

In handling responses, the teacher should (a) speak in a natural manner at a normal rapid rate, using appropriate expression and posture, and (b) indicate by some signal when the children are to respond.

Although it is in keeping with the need for brisk pacing to require quick responses, the children must be allowed sufficient time when they must do more than repeat a given utterance, to think and decide. Other children should not call out responses unless they are asked specifically to help the child. If a child is having difficulty starting his response, the teacher can prompt him as long as she guards against the child's becoming dependent to the extent that he rarely takes the initiative to practice and learn.

To maintain interest, the teacher can help the children gain some sense of achievement by asking a child to help another, to help the teacher by carrying out some task like holding up the cue cards, etc. To maintain attentiveness, the teacher should:

- a) Call on the children in a random fashion - not down the row or in any such pre-arranged and fixed order that encourages a child to "tune-off" until his turn comes.
- b) Give the cue or stimulus to the class before indicating the type of response (choral or individual) to be made and the person or group that will make the response.

- c) Shift from choral to individual responses at random.
- d) Have the attention of every student whether she is working with an individual or group.

### Choral and Individual Responses:

#### Choral Responses:

In conducting choral responses, the teacher should guard against:

- i) The children repeating along with the teacher. The children should listen to the entire utterance and wait for their turn to respond.
- ii) Accepting a monotone or chant or dragged-out tempo. The children should be asked to repeat the utterance in a natural manner whenever they distort the rhythm, intonation, and stress of an utterance. Not only is such practice unnatural but it quickly becomes a habit that is difficult to break without persistent re-training.

#### Individual Responses:

The teacher should have a pattern of asking for responses that would minimize the chances of a child's making mistakes. Abler students should be called on before those having difficulties. This will enable the weaker students to have added practice and examples before having to produce the utterance themselves.

The teacher should guard against the temptation to rely too heavily on abler students, however. This practice usually results in insufficient practice for those denied an opportunity to respond and inevitably in loss of interest.

In handling volunteers there are a number of factors to consider. Volunteers should be called on often enough so as not to discourage volunteering. The use of volunteers, especially the abler ones, can be very useful especially when the pace is slackening. However, excessive use can lead to the teacher's losing control of the class because of a few volunteers' monopolizing the practice time and making it difficult for others to get involved. This practice can also lead the teacher to make an erroneous evaluation as to the progress being made by the class as a whole.

Note on Exclusive or Excessive Reliance on Either Individual or Choral Responses:

A balance should be kept between choral and individual responses in any given language session. Heavy reliance on only one type of response will cause, aside from monotony, several other problems.

Choral Responses Alone:

Too much reliance on choral responses tends to mask individual errors and cause some students to slacken participation since they know they would not be called on. Those who are making errors will not be aware that they are doing so and will be merely repeating and practicing their errors. The children will tend to merely mouth words without thinking - an easy step to hypnotic chanting and droning.

Individual Responses Alone:

Excessive reliance on individual responses does not enable the weaker or shyer child an opportunity to gain confidence and added practice in speaking as part of a group and of following the lead of the abler students.

Handling Correct and Appropriate Responses and Incorrect and Inappropriate Responses:

It is essential that the teacher be so prepared and confident of her lesson presentation that she is able to devote the necessary attention to what the children are saying and how they are speaking. If she is not totally aware of the responses being made, she cannot discriminate between the correct and appropriate response and the incorrect and inappropriate response and therefore cannot handle the responses adequately and justly.

In handling responses, it is vital that individual differences be considered:

To hold all students responsible for the same standard is an impossibility in something as unpredictable as imitative ability. The teacher needs to discover the utmost capacity of each student in this regard and hold him responsible for that capacity. This will provide a goal for each individual which will not be beyond his reach.<sup>5</sup>

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<sup>5</sup> Lado and Fries, Loc. cit.

### Correct and Appropriate Responses:

It is important that the children be given a clear signal that the response is correct and appropriate. This reward of a word, gesture, or smile should be given immediately after the response. If the reward is not immediate or if there is hesitancy or lack of response, the child as well as the class may think that the response was not acceptable or that the teacher is not interested.

The correct and appropriate response is not necessarily the response given in the lesson. Our language allows a variety of responses to suit the same situation, some of which are just as appropriate as others. For this reason, if the child gives a response that is equally acceptable, this should be pointed out to him and to the rest of the class. However, if the child has not used the target in his response and since he needs that practice, he should be asked to give the other way of responding without being made to feel that his original response was inappropriate.

One way of handling this would be to say, "That's good. You've shown us another way to say the same thing (to answer the question). Now, would you say it the way we've been practicing so that you can learn more ways of saying the same thing?" Comments such as this will help to instill the idea that our language allows us a choice and these comments will further help to maintain motivation.

There may be a number of occasions when an appropriate response needs to be repeated by the same child because it was not said loudly or clearly enough or because it is to serve as a model for others to repeat. In asking for a repetition from the same child, the teacher should use a simple explanation for the request. Some children think that being asked to repeat indicates that the response is unacceptable, especially if the request is accompanied by a frown or a look of puzzlement.

### Incorrect and Inappropriate Responses:

The children need to have an immediate, unambiguous sign that the response is not acceptable because it is either incorrect in that it does not conform to SE usage and/or pronunciation or because it is an inappropriate response to the particular question or exercise. The incorrect or inappropriate responses will generally fall into the

following categories:

- i) Dialect version of usage or pronunciation.
- ii) Ungrammatical or, in terms of pronunciation, misleading or incomprehensible because of substitution or omission of certain sounds.
- iii) Inappropriateness in word use or choice - which in some cases is a matter of subtle idiomatic use.

If the response comes from a group, the teacher can model the desired response and have it repeated.

(Note: An incorrect or inappropriate response from the entire group may indicate that something other than the group may be at fault. It may be due to imprecision of the directions, lack of adequate explanation and examples, among other things.)

If it comes from an individual child, the desired response can be quickly provided by the teacher, another (abler) child or the whole group. The child can then repeat the corrected response.

However, because these responses may be undesirable for a number of reasons, the teacher should have clearly defined verbal cues to differentiate among the categories. The following examples are proposed as a guideline to possible ways in redirecting the responses:

i) Dialect version:

Child: He playin' outside.

Teacher: When we're 'talking this way, ' let's say: 'He's playing outside.'

(If the difference is not clear to the child, say both sentences - the dialect version and the SE utterance - one after each other to check if the child is able to discriminate between the two; then, model the SE utterance and have him repeat it.)

ii) Ungrammatical:

Child: He are playing outside.

Teacher: Let's say: 'He's playing outside.'

iii) Inappropriate:

(a) Teacher: What do we write with?

Child: A bicycle.

Teacher: Listen to the question again: 'What do we write with?'

(b) Child: Does a boy have an apple?

Teacher: Let's change that a little and say: 'Does the boy have an apple?'

- (c) Child: I'm going to home.  
Teacher: Let's change that a little and say:  
'I'm going home.'

As much as possible the child should not be embarrassed by frequent reprimands or by having to make several repeated, unsuccessful attempts at responding. The amount of time the teacher will spend and the approach used in correction will depend on the situation and the child; for example, the child may be interested but shy, or the rest of the class may be getting restless and inattentive. Whenever a child is corrected, he should be given another opportunity at some later time during the same session to make the same or similar response correctly.

There may be occasions when the incorrect or inappropriate response is given even after a number of attempts at correction, especially because of the strength of interference from HID. When this occurs, it may be sensible and economical for the teacher to move on to the next utterance or activity and return to the uncorrected response at some later time. When such an occasion occurs, it should be made clear to the children that the response was not adequate and will be taken up later.

#### E. Integration With the Rest of the Curriculum

Whenever and wherever possible, the oral language activities should be integrated with the rest of the curriculum in order to make the children aware of the relevancy and usefulness of the language activities. This can be done either by tapping subject matter sources for practice material or by incorporating targets into the teaching of other subject matter areas.

## II. AUDIO-VISUAL AIDS

### 1. Pictures

Pictures in a picture file, indexed, cross-referenced, and keyed to the language activities to be used, will help not only to give the children more meaningful and interesting variation of cues but also to make for more efficient use of time.

Three kinds of pictures are useful for both the phonology and structure lessons:

- a. Pictures of individual persons and objects.
- b. Pictures of situations in which persons are doing something (with or without objects) and in which the relationships of objects and/or people can be clearly seen.
- c. A series of pictures on a chart. (A chart with pockets can be readily adapted to handle a variety of pictures and can be used for individual drill when needed.)

Examples of useful sets of pictures:

- a. for use with determiners "a/an."
- b. for use with count and mass nouns.
- c. for use with singular and plural nouns.
- d. for use with minimal pairs in discrimination and production exercises.

#### Appropriateness:

- a. The picture, whether it is an actual drawing or a magazine cutout or drawings on the board, must be large enough to be seen by every child in the class. (Smaller ones can be used for individualized instruction.) It should be clear, simple, and unambiguous.
- b. It should represent something that is familiar to the children so that valuable time need not be spent with a new (added) learning task of what the picture represents.
- c. The picture should be relevant to the purpose; i. e., it lends itself naturally to eliciting the desired response immediately and with little prompting. For example, if a child is shown a picture of a boy jumping rope and is directed to ask a question about what the boy is doing, using "does" to begin the question, the child would more than likely find it natural to use the progressive form of the verb and say, "Is the boy jumping rope?" When the response is unexpected, it could be that the verbal cue was misleading, but it could also be that the picture was inappropriate.

### Use of the pictures:

- a. It is important that exact and simple directions be given as to how the pictures are going to be used.
- b. It is important that the directions and questions actually elicit not only the structures and pronunciation that are desirable but are meaningful, possible SE responses. Regarding the example given in "c" above, if the child had said "Does the boy jump rope?" he would have fulfilled the requirements set by the teacher but his sentence would be meaningless through no fault of his own.
- c. A sweeping movement of the hand over the entire picture helps the children realize that the entire picture is the cue, not only the small portion that the teacher happens to be pointing to.

### 2. Objects

Various objects collected in a box can provide visual as well as kinesthetic experience to enhance the language activities. Toy animals, balls of different sizes, paper flowers, containers of cereal, rice, milk, etc., can be utilized for various activities. For example, objects of different sizes can help the children with the comparative-superlative target distinctions; milk cartons, juice cans, etc., can give meaning to practice in mass nouns and their counters, and toys like a ship and a sheep can give added meaning for practice with phonology lessons on minimal pairs.

#### Felt figures:

Felt figures on a board can be manipulated by the children while practicing various language targets. For example, the children can remove or place pieces that resemble the "character's" belongings while practicing the use of the possessive nouns. They can also be used to differentiate various characters when necessary to some of the phonology sentence production exercises.

### 3. Puppets

Stick or paper-bag puppets or inexpensive commercial finger and hand puppets are excellent means of not only adding interest and variety to the language session but in helping to minimize self-consciousness of the shy child since the puppet can "speak" for the child. These puppets can be used as a means of introducing particular activities; i. e., certain puppets signal discrimination exercises, or can be characters that take part in the dialogues.

When used properly, the puppets can help to motivate the chil-

dren and also soften the sting of making mistakes. Proper use requires that the puppet be held up facing the listener. The teacher can introduce puppets used as "speakers" in the following manner: The teacher can say, "Listen to what my puppet (preferably using the name of the puppet) can say," and turns to a child and says, "Can your puppet say the same thing?" Thereafter the teacher lets her puppet talk to the child's puppet.

#### 4. Flash cards

Flash cards can be used by the teacher or children for cuing or responding. Flash cards, made beforehand with numbers or different colors, can be used to indicate mass class response to cues; thus enabling the teacher to get immediate feedback as to the degree of accomplishment, etc. These are especially useful in discrimination sections of the phonology lessons.

#### 5. Tapes

##### For the class:

Tapes can be used to provide a number of opportunities for the class, a group of children, or individual children. These tapes can provide other model speakers (male as well as female voices, child as well as adult voices) for variety as well as a means of freeing the teacher to move around the room to listen to responses from individual children carrying on a drill with the taped speaker. Many parts of the lessons as well as poems can be put on tape. Taped models have a distinct advantage in that the same intonation, rhythm and stress can be maintained in repeated sentences.

##### For the teacher's own use:

The teacher could use the tape as a means of practicing before presentation to the class.

There is, however, a problem that the teacher should be aware of. This is the problem of the possibility that certain sounds and certain contrasts may not adequately be captured on tape.

### III. PHONEMIC SYMBOLS PERTINENT TO THE STRUCTURE AND PHONOLOGY LESSONS

(Note: The symbols are enclosed in / / . A hyphen before a phoneme indicates a word final sound. The use of the phonemic symbols follows that of H. S. Gleason<sup>1</sup> with the exceptions of /ɔ:/ and /ə/.)

#### Vowel

Phonemes	Key Words
/i/	s <u>i</u> t, p <u>r</u> etty, b <u>u</u> ild, b <u>u</u> sy, b <u>ee</u> n, w <u>o</u> men
/iy/	s <u>ea</u> t, p <u>ee</u> k, h <u>a</u> ppy, p <u>ee</u> ple, mach <u>i</u> ne, belie <u>v</u> e
/e/	ne <u>c</u> k, h <u>ea</u> d, le <u>o</u> p <u>a</u> rd
/æ/	b <u>a</u> t, lau <u>gh</u>
/u/	p <u>u</u> ll, g <u>oo</u> d, c <u>ou</u> ld
/uw/	p <u>oo</u> l, r <u>u</u> le, l <u>o</u> se, g <u>re</u> w, t <u>wo</u> , fr <u>ui</u> t
/ɛ/	c <u>u</u> p, m <u>o</u> ney, r <u>ou</u> gh, d <u>oe</u> s
/ə/	a <u>b</u> ove, want <u>e</u> d

#### Consonant

Phonemes	Key Words
/-b/	grab <u>b</u> , robe <u>b</u>
/-d/	crow <u>d</u> , clim <u>b</u> ed
/-f/	lau <u>gh</u> , sni <u>ff</u> , lif <u>e</u> , giraff <u>e</u>
/-g/	hug <u>g</u> , egg <u>g</u> , vag <u>ue</u>
/-k/	kic <u>k</u> , lik <u>e</u> , ach <u>e</u> , look <u>k</u>
/-l/	pencil <u>l</u> , ball <u>l</u> , rul <u>e</u>
/-m/	room <u>m</u> , comb <u>m</u> , dim <u>e</u>
/-n/	ribb <u>o</u> n, lin <u>e</u> , sign <u>n</u>
/-p/	top <u>p</u> , rip <u>e</u>
/-r/	spid <u>e</u> r, furr <u>r</u> , fir <u>e</u>
/-s/	pl <u>u</u> s, miss <u>s</u> , ric <u>e</u>
/-t/	se <u>a</u> t, bit <u>e</u> , putt <u>t</u>
/-v/	mov <u>e</u>

<sup>1</sup> H. A. Gleason, An Introduction to Descriptive Linguistics, rev. ed. (New York: Holt, Rinehart & Winston, 1961), Chapters 2 and 3.

## PHONEMIC SYMBOLS (Continued)

### Consonant

#### Phonemes

#### Key Words

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/-z/	b <u>uzz</u> , am <u>aze</u> , pr <u>aise</u> , qu <u>iz</u> , <u>is</u>
/θ/	<u>th</u> ink, bat <u>h</u> tub, bat <u>h</u>
/ð/	<u>th</u> e, weat <u>h</u> er, bat <u>h</u> e
/-s/	br <u>ush</u>
/-z/ (rare in many dialects)	gar <u>age</u> , rou <u>ge</u>
/-ç/	sandw <u>ich</u> , mat <u>ch</u>
/-j/	bar <u>ge</u> , dod <u>ge</u>
/-ŋ/	s <u>ing</u> , s <u>ink</u>

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The following consonants occur as final voiceless-voiced pairs:

/-f/ and /-v/:	sa <u>f</u> e and sa <u>v</u> e
/-s/ and /-z/:	pr <u>i</u> ce and pr <u>i</u> ze
/θ/ and /ð/:	breath <u>h</u> and breath <u>e</u>
/-ʃ/ and /-ʒ/:	wash <u>h</u> and garag <u>e</u>
/-ç/ and /-j/:	batch <u>h</u> and badg <u>e</u>
/-t/ and /-d/:	bat <u>t</u> and bad <u>d</u>
/-p/ and /-b/:	cop <u>p</u> and cob <u>b</u>
/-k/ and /-g/:	luck <u>k</u> and lug <u>g</u>

#### IV. PHONOLOGY LESSON SECTION

## INTRODUCTION TO PHONOLOGY LESSONS

The phonology lessons that follow are intended for HID speakers who require intensive practice in learning to recognize and discriminate and to produce certain SE sounds that are either missing from their repertoire entirely, or in regard to position in words, or are not clearly distinguishable from other sounds.

The sounds selected as targets of the lessons are: vowel sounds /i/ in contrast with /iy/, /e/ in contrast with /æ/, /ə/ in contrast with /a/, /u/ in contrast with /uw/; consonant sounds /ð/ in contrast with /d/, /θ/ in contrast with /t/; and final consonant and final consonant cluster /-s, -z/ as noun plural, noun possessive, and third person singular verb signs, and /-t, -d/ as signs of the past tense.\*

Since individual sounds in speech are rarely used in isolation, but are almost always pronounced with other sounds in an utterance and are often modified by surrounding sounds, the target sounds are presented and practiced within the context of words. Moreover, because the difficulty of recognizing and pronouncing these sounds may depend on their positions in words (initial, medial, and final), the words to be practiced have target sounds in these positions whenever possible. The words with the target sounds, furthermore, are presented in larger contexts of phrases and sentences so that the target sounds can be practiced in different, more meaningful environments.

The use of contrasts plays an important role in the lessons for a number of reasons, among which are:

- 1) minimal pairs (words in isolation and in sentences) help to direct focus on the desired sounds;
- 2) the use of such pairs in production (pronunciation) exercises makes it easier for the teacher, especially a native speaker, "to react in a normal way to the learners' pronunciations and so test more effectively their productive differentiating of what are phonetically very similar sounds to them";<sup>1</sup>
- 3) "the phonemic principle says that we must teach contrasts

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\* Consult the "Phonemic Symbol List" for key words that illustrate the sounds.

<sup>1</sup> Gerald Dykstra, "Perspective on the Teacher's Use of Contrast," Theory and Practice in English as a Foreign Language (Michigan: The Research Club in Language Learning, 1963), p. 41.

not just sounds. ... Teaching sound is important, but teaching sounds alone is not sufficient. We must do more than teach the sound, we must teach our students that one sound is different from the other sounds."<sup>2</sup>

### General Coverage of Lessons

There are ten phonology lessons in all. (The /-s, -z/ final consonant targets are given three times - one lesson for noun plural finals, one for the third person singular finals, and one very brief lesson, intended as simple drill work for any necessary review of /-s, -z/ finals in connection with noun possessives.)

The same set of lessons serves all four grades and the order of the lessons is determined primarily by the order of the structure lessons to which they are an adjunct.\* The introduction of the phonology lessons later in the language session series was done for two reasons: 1) the children might be overburdened with having to learn two different sets of instructions in the beginning; 2) the phonology lesson presentation seems to require the establishment of a high degree of control and attentiveness that come after the teacher has had time to develop and consistently maintain the necessary ground rules for her class.

Most of these lessons, except the grammar-based lessons on /-s, -z/ and /-t, -d/, are only loosely linked with the structure lessons and do not necessarily have to be presented with the particular structure lessons designated.

Each part of a lesson is designed to take approximately one-third to one-half of the language session time and the entire lesson is to be presented and reviewed at every session until reasonable mastery has been achieved or until the next structure lesson is to be introduced. If at any time the students need more work on a previously introduced target sound, that lesson or any appropriate portion of it can be repeated.

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<sup>2</sup> Tommy R. Anderson, "Linguistics and the Teaching of Pronunciation", Workpapers in English as a Second Language (Los Angeles: University of California, April, 1968), p. 77.

\* See the "Sequence of Phonology Lessons."

It is strongly suggested that initial portion of a lesson, Part I, be presented before the accompanying structure lesson is presented. However, it may be advisable to introduce the lessons on /-s, -z/ noun plural finals, third person singular finals, and noun possessive finals and on /-t, -d/ past tense verb finals after the children have practiced the dialogue of that particular structure lesson in order to provide them with a meaningful and structurally relevant context from which to work. Thereafter the same phonology lesson may be presented at any time during the language session.

If any part of a lesson needs to be shortened, the number of minimal pairs or sentences to be practiced may be limited to a few; but all the steps in a given part should be covered. If any section or exercise needs to be repeated after that part has been presented in its entirety, it may be advisable to review it, concentrating on those words or sentences that caused most difficulty, before moving on to the next part.

### Special Notes on Grammar-Based Phonology Lessons

Part I of the grammar-based lessons, except the lesson on the third person singular verb finals, treats the voiced and the voiceless consonant finals separately. This was done to make the initial presentation and evaluation of the children's problems easier and because grades 1 and 2 have structure lessons that treat these targets in separate lessons. The other parts of the lesson treat both the voiced and the voiceless consonant finals together.

If the children seem to confuse the final sounds; i. e., the appropriate sound to add to words ending in certain consonants, concentrate on those words and those sentences that have to do with just one of those target sounds. Once the children indicate a control over each one, have them work on words and sentences that include words that end with both of those target sounds.

### Specific Notes for Grades 1 and 2

Grade 1: grammar-based phonology lessons on 1) noun plural finals and 2) noun possessive finals:

Since the structure lessons treat the voiced finals separately from the voiceless finals -- first the /-z/ finals then the /-s/ finals -- the various parts and steps of the phonology lessons will have to be adapted to this end.

For noun plural /-z/ finals: practice only Part I, Step II, and Part II - only those sentences with asterisks.

For noun possessive /-z/ finals: practice only Part I, Step II, and Step III - only the voiced consonant finals exercise.

When the structure lesson with the /-s/ as target (for both noun plurals and noun possessives) is introduced, review Part I, Step II before going through the lesson in sequence. Special Case of combining past tense verb final and noun plural final /-z/: See "Special Notes for First Grade Phonology Lessons Accompanying Structure Lesson IVb" that follows the sequence chart.

Grade 2: grammar-based phonology lessons on 1) past tense verb finals and 2) noun possessive finals:

Since the structure lessons treat the voiced finals separately from the voiceless finals the /-d/ finals before the /-t/ finals of the past tense verbs and the /-z/ finals before the /-s/ finals of the noun possessive, the various parts and steps of the phonology lessons will have to be adapted to this end.

For past tense verb finals /-d/: practice only Part I, Step II, and Part II - only those sentences with the asterisks.

For noun possessive finals /-z/: practice only Part I, Step II, and Step III - only the voiced consonant finals exercise.

When the structure lessons for /-t/ and for /-s/ are introduced, review Part I, Step II before going through the lesson in sequence.

### Make-up of Each Lesson

Each lesson consists of several parts (mini-lessons) to be presented along with the structure lessons at each language session. Each is divided into two distinct but equally important steps:

- 1) ear training to help the children recognize and discriminate between certain sounds;
- 2) production (pronunciation) practice of sounds in a variety of drills and activities.

The recognition exercises ("Can you hear the sound ... It's in \_\_\_\_\_ but not in \_\_\_\_\_") consist of pairs of words with minimal sound differences. When the children indicate that they have begun to rec-

ognize the sound distinctions, they can begin to actively participate in the exercises such as "same-different." The pronunciation practice is primarily model-repeat exercises to aid the children in producing clear distinctions between sounds.

Preceding each lesson, except the grammar-based lessons on final consonants, is a list of words with the target sound:

List (1): Minimal pairs with target and contrasting sounds or minimal pairs of two target sounds.

List (2): Other words with the target sounds.

Whenever possible the words are listed with the target sounds in different word positions: first in initial position since it is often easier to learn a sound if it appears initially, then in final position since it is less easy in this position and in medial position since it seems to be most difficult to learn the sound in this position.<sup>3</sup>

Preceding each grammar-based lesson on final consonants is a list of words ending with either voiceless consonants or with voiced consonants to which the target sounds are added.

The exercises utilize some but not all of the words from these lists in isolation and in sentences. The lessons on the grammar-based final consonant lessons contain sentences in which the word ending in a consonant or consonant cluster is immediately followed by a word beginning with a vowel. This was done because urban language studies seem to indicate that there are fewer problems, i. e., fewer omissions and greater facility in learning, when the sound immediately following the consonant or consonant cluster is a vowel.

Following each lesson is a collection of poems to be used in giving the children further practice with the target sounds in more meaningful, varied, and interesting environment.

#### Method of Presentation

Presentation techniques of accuracy and consistency in modeling, handling responses, handling transition from one exercise to

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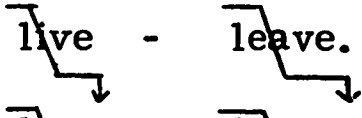
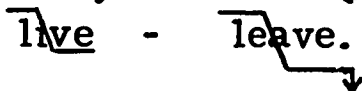
<sup>3</sup> Morton J. Gordon and Helene H. Wong, A Manual for Speech Improvement (New Jersey: Prentice-Hall, Inc., 1961), p. 62.

another, etc., mentioned in the "Teacher's Guide" should be adhered to. It is especially important that briskness of pace be maintained throughout any particular step (exercise) and any relaxation should come between steps. Once instructions and examples have been given and the children understand what is required, model-response pacing should be rapid and precise enough to demand intense concentration and maximum participation from the children.

### Important Points to Remember

1. In modeling minimal pairs in isolation and in sentences, the same intonation, the falling intonation, must be kept so that in asking the children to recognize and discriminate between words with minimal sound difference, the children will actually be given only that sound difference.

Comparison of two pronunciations:

- a) It's in "live" but not in "leave."      live - leave.  

- b) It's in "live" but not in "leave."      live - leave.  


In (a) each word of the pair is given the same falling intonation, but in (b) the intonation on each of the pair is different; thus, the children would have to deal with more than a minimal sound difference.

- 1b. If any exaggeration of pronunciation of a sound in isolation is felt to be essential, this pronunciation should be immediately followed by normal rapid pronunciation of the sound as part of certain words and whenever applicable as words in sentences.
2. In evaluating before correcting, it is well to try to determine the possible source or sources of the problem:
  - a) listening conditions:
    - 1) Distractions such as outside noise, interruptions by other students or teacher
    - 2) Speaker's distance to listener
    - 3) Lack of attentiveness on the part of listener and/or speaker (lack of interest, etc.)
  - b) preparation of students:
    - 1) Lack of clarity, precision, consistency in instructions
    - 2) Insufficient and/or inappropriate examples and practice
  - c) modeling:
 Fluctuation and inconsistency in pronouncing the word or sentence, either in articulating the sound, in stressing, or in the intonation pattern each time the word or sentence was pronounced.

3. In correcting the child:
- a) in recognition and discrimination: be certain that the child can actually hear the SE distinctions. Certain minimal pairs may sound alike to him.
  - b) in production (pronunciation): be certain that the child can hear the distinctions before asking him to pronounce the different words. Remember that the child should be able to pronounce the contrasts as well as the words with the target sound.

Further problem in pronunciation:

The children may well have trouble with sounds other than the target sound; either with sounds that will be targets later or those that are not targets. When this happens, have the children repeat the words they have trouble with, but be careful not to shift the focus away from the particular target. If other problems are emphasized or given equal emphasis, the children may become confused and some may even feel defeated by the enormity of the task.

The following is a suggestion for dealing with problems of this sort:

If the phonology lesson is on the vowel sound /i/, for example, and you are proceeding with the production of words which included "with":

- 1) If the children mispronounce the vowel /i/ and the final consonant /d/, do not call the consonant sound to their attention but model the word and have them repeat it until they can pronounce the word reasonably well. (If the word is still mispronounced in its entirety, follow (2).
- 2) If the children can pronounce the vowel sound /i/ but have trouble with the final consonant, first reward them for getting the target sound before correcting by saying something like, "Good. You've said that sound we're practicing today right. Now, let's say that word again. Listen very carefully to the whole word and say it exactly the way I say it."

The above method can also be used for similar problems involving the consonant sounds.

4. If children need more intensive drills in hearing, identifying, or pronouncing the minimal pairs, you may wish to utilize the step-by-step exercises utilized in second-language teaching. See the "Basic Steps in Teaching Pronunciation."

## BASIC STEPS IN TEACHING PRONUNCIATION

### Using Second-Language Teaching Methods

1. Teaching the children to hear the sound:
  - a. Say all the words in the contrasting column two or three times.
  - b. Say all the words in the target column two or three times.
  - c. Say all minimal pairs two or three times.
2. Teaching the children to identify and recognize the sound:
  - a. Give two words from the minimal pair list, either the minimal pair or one word from the pair repeated twice, and have the children indicate whether the words are the "same" or "different."
  - b. Give three words from the minimal pair list, with one word of the pair repeated twice. The children are to indicate which two words are the same.  
e.g.: "hut, hut, hot" -- one and two
  - c. Give word from either minimal pair list and have the children indicate in which column or set of pictures it appears, by holding up one or two fingers to indicate column or set of pictures.
3. Teaching children to produce the sound:
  - a. Repetition (Mimicry):
    - 1) Say each word from one column or one set of pictures (with contrasting sound). Have children repeat each word.
    - 2) Say each word from the other column or set of pictures (with target sound). Have children repeat each word.
    - 3) Say minimal pairs. Have children repeat each pair.
  - b. Discrimination in pronunciation of minimal pairs:
    - 1) Teacher - pupil:  
Say one word from a minimal pair. Have individual children give the other word.
    - 2) Pupil - pupil:  
Have child give one word from a minimal pair and another child give the other word.
  - c. Discrimination in pronunciation of contrasting sentences;  
i.e., sentences with minimal pair differences:
    - 1) Use minimal pairs in short utterances. Have children listen and repeat each one.
    - 2) Say one sentence using one word from the minimal pair. Have a child say the sentence using the other word from the pair.
    - 3) Have a child give one sentence and another child give the contrasting sentence.

## POSSIBLE GAMES FOR DISCRIMINATION AND PRODUCTION

Each is initially introduced and practiced with the teacher as the model after which abler children can take turns modeling with or without the teacher cuing.

### 1. Crossing the Street

Preparation: Teacher pronounces a minimal pair and tells children what each word signals.

One word (with the contrasting sound) signals it is safe to cross the street; the other word (with the target sound) signals a stop. Small group at a time stand on "sidewalk" and wait for the signal from the J. P. O. Other children can act as cars and if they see some children crossing at the "wrong" time they screech like cars braking to a stop. Other variations of this can be used. Modify the game to minimize cues other than word cue serving as a signal for children who are less certain as to the sound cues.

### 2. Changing Chairs

Preparation: Teacher pronounces minimal pair and tells children what each word signals.

The children are seated in a circle and are to change chairs only when they hear the word with the target sound. When they hear the word with the contrasting sound, they are to remain seated. The caller walks around the circle, pronouncing the words separately and distinctly. Forfeit: Any child who makes a "wrong" move, leaves the game and cannot play until the next round. No words may be called in the middle of chair changing nor should the words be pronounced without an appreciable pause between words.

### 3. Top of the Mountain

This game can be a culminating activity for pronunciation of a particular target or as an evaluative exercise for a number of targets. It is played after the children have had a number of practice sessions on pronunciation of words with a particular target sound or of several. The object of the game is to reach the top of the mountain (the front or the back of the room). The climbers must pass through a number of obstacles before reaching the top. Initially the teacher guides the children up the mountain as she models a word with the target sound or models a minimal pair which the children are to repeat. On the next trip, the ones who reach the top will be the guides (cued by the teacher for the others left alongside the mountain). If they say the word or words accurately, they can move up to the next step; those who do not give an accurate pronunciation are told to rest and wait for the next trip. (The teacher has selected words in increasing order of difficulty to use as she guides the children to the top.)

# SEQUENCE OF PHONOLOGY LESSONS (With Specific Structure Lessons Per Grade)

Kindergarten		1st Grade	
Structure Lesson	Phonology Lesson	Structure Lesson	Phonology Lesson
IIb	/i/		
c	/e/	IIc	/e/
IIIa (review necessary b phonology lessons) c		IIIa b (review necessary c phonology lessons) d	/i/
IVa (past tense of verbs) b (con. prev. phon. lesson) c (noun plural)	/-t, -d/ /-s, -z/	IVa (review if necessary) + b (past tense of verbs) (noun plural-briefly) c (con. past tense lesson) d (noun plural)	/-t, -d/ /-z/ only* /-t, -d/ /-s/(incl. /-z/)
Va (3rd pers. sing. verb) b (con. prev. phon. lesson) c d	/-s, -z/ /ə/ /e/	Va (review or con.) b (3rd pers. sing. verb) c (con. prev. lesson)	/-z/, /-s/
VIa	/u/	VIa	/u/
b (review) c d	/ə/ /t/	b (review or con.) c d	/t/ /ə/
VIIa (review or con.) b (possessive noun)	/-s, -z/	VIIa (possessive noun) " " b	/-z/** /-s/(incl. /-z/)

+ See Notes attached.

\* 1st Grade noun plural finals: /-z/ only Part I, Step II, and Part II-those with asterisks.  
/-s/ finals treated in a separate lesson after review of /-z/ finals.

\*\* 1st Grade noun possessive finals: /-z/ only Part I, Step II and III, voiced finals.  
/-s/ finals treated in a separate lesson after review of /-z/ finals.

## SPECIAL NOTES FOR FIRST GRADE PHONOLOGY LESSONS

### Accompanying Structure Lesson IVb

Since the first grade structure lesson IVb covers both the past tense finals /-t, -d/ and noun plural final /-z/ -- two separate phonology lesson targets -- it is recommended that the material to be presented per language session be treated in the manner discussed below.

Present the allotted portions of one phonology lesson (first, the past tense verb finals, then the noun plural finals) on separate days; i. e., upon presenting the phonology lesson the past tense verb finals along with the structure lesson, concentrate on the target sounds of that lesson for a number of successive language sessions, and upon presenting the phonology lesson on the noun plural final /-z/, concentrate on that target sound. Since these two phonology lessons would be repeated and completed along with the structure lessons that follow, mastery of these target sounds need not be the goal at this time.

Because of the combination of the two phonology lessons, it might prove more fruitful if initially the structure lesson exercises for the past tense verbs are practiced separately from those for the noun plurals. Before culminating the structure lesson, both the past tense and noun plural structure exercises may be treated together.

#### Suggested Guideline in Presenting Both Lessons:

- 1) Introduce and practice the structure lesson dialogue and Part I of the phonology lesson on the past tense verb finals.
- 2) Practice Part II of the past tense finals phonology lesson and structure lesson exercises 5-7 and, if time permits, practice the activity mentioned in Note #4.
- 3) Review and practice structure lesson dialogue and introduce and practice Part I, Step II, of the phonology lesson on the noun plural finals.
- 4) Practice Part II of the noun plural finals phonology lesson (those marked with asterisks) and practice structure lesson exercises 2, 4, 7 and, if time permits, practice the activity mentioned in Note #10.

# SEQUENCE OF PHONOLOGY LESSONS (With Specific Structure Lessons Per Grade)

2nd Grade		3rd Grade	
Structure Lesson	Phonology Lesson	Structure Lesson	Phonology Lesson
IIIb	/i/	IIIb	/i/
c	/e/	c	/e/
IVa (noun plurals)	/-z, -s/	IVa (noun plurals)	/-z, -s/
* b (past tense verbs)	/-d/ only	b (con. or review)	
c (past tense verbs)	/-t/(incl. /-d/)	c (past tense verbs)	/-d, -t/
Va (con. or review)		Va (con. or review)	
b (3rd pers. sing. verbs)	/-z, -s/	b (3rd pers. sing. verbs)	/-z, -s/
		c (con. prev. lesson)	
VIa (con. or review)		VIa	/ə/
b	/ə/	b	/d/
c	/d/	c (con. or review)	
d (con. or review)		d	/u/
e	/u/	e	/ə/
f (con. or review)			
g	/ə/		
VIIa (con. or review)			
** b (possessive noun)	/-z/		
c	/-s/(incl. /-z/)		

\* 2nd Grade past tense verb finals: /-d/ only Part I, Step II, Part II--those with asterisks.  
/-t/ finals treated in a separate lesson after review of /-d/ finals.

\*\* 2nd Grade noun possessive finals: /-z/ only Part I, Step II and Step III--voiced finals.  
/-s/ finals treated in a separate lesson after review of /-z/ finals.

## ORDER OF PHONOLOGY LESSONS

### Lessons on Vowel Sounds:

- 1) Target /i/
- 2) Target /e/
- 3) Target /ɛ/
- 4) Target /u/

### Lessons on "th" Sounds:

- 5) Target /θ/
- 6) Target /ð/

### Lessons on Grammar-Based Final Consonant Clusters:

- 7) Target /-t, -d/ past tense verb finals
- 8) Target /-s, -z/ noun plural finals
- 9) Target /-s, -z/ 3rd person singular verb finals
- 10) Target /-s, -z/ possessive noun finals

# PHONOLOGY LESSON

TARGET: /i/

## List (1) Minimal Pairs

<u>/i/</u>	<u>/iy/</u>
ship	sheep
chick	cheek
hill	heel
live	leave
fit	feet
pick	peek
bit	beat
slip	sleep
fill	feel
hit	heat
lip	leap
sit	seat
lick	leak

### Other pairs not in the lesson

lid	lead
still	steal/steel
dip	deep
dipper	deeper
rich	reach
rid	read
grin	green
pill	peel

## List (2) - Other Words

<u>Initial</u>	<u>Medial</u>
inch	pig
inning	twig
ink	big
ill	<u>wig</u>
itch	brick
	kick
	quick
	sick
	stick
	thick
	<u>trick</u>
	drip
	grip
	hip
	skip
	slip
	trip
	<u>whip</u>
	bib
	crib
	<u>rib</u>
	dish
	fish
	squish
	<u>wish</u>
	ditch
	hitch
	pitch
	rich
	stitch
	<u>witch</u>
	fist
	list
	wrist
	<u>twist</u>
	bill
	pill
	spill
	still
	<u>thrill</u>
	blink
	drink
	pink
	sink
	think
	<u>wink</u>
	bring
	king
	ring
	swing
	<u>thing</u>
	fix
	mix
	<u>six</u>
	slipper
	<u>zipper</u>
	give
	<u>live</u>
	prince
	rinse
	<u>since</u>
	*kitten
	lizard
	pigeon
	shrimp
	guinea pig
	cricket
	chipmunk
	dictionary
	chimney
	principal
	princess
	picnic
	print
	kitchen
	swim

\* Use "flapped t."

## PART I:

THE /i/ SOUND

PHONICS YOUNG CHILDREN

### Step I: Introduction of Target Sound /i/

Teacher can say:

Can you find the sound that we're looking for today?

It's found in only certain words and not in any other.

It's found in "ship" but not in "sheep."

"chick" "cheek."

"hill" "heel."

"live" "leave."

"fit" "feet."

"pick" "peek."

"bit" "beat."

(Remember to use the falling intonation on each word of the pair.)

### Step II: Recognition and Discrimination

#### A. Same-Different

Say the words in pairs: either minimal pairs or the same word taken from either the target column or the contrasting column twice. The children are to indicate by a method you have chosen (e.g., raising two fingers for "same," fist for "different," etc.) whether the pair is the same word repeated twice or a contrasting pair.

Teacher can say:

I'm going to say two words right after each other. If the two words sound exactly the same, hold up two fingers (etc.). If the two words don't sound exactly the same, hold up your fist (etc.).

e. g. :	Teacher:	ship	ship	Children:	"same" sign
		live	live		"same" sign
		leave	leave		"same" sign
		sheep	ship		"diff." sign

(Note: Use words from Step I. Vary the order from time to time; e.g., in giving minimal pairs, don't always give the word with the target sound first. Be sure the same intonation is given on both words.)

For accuracy in evaluation: How well the children discriminate will depend on the accuracy of response to the "diff." pairs.)

#### B. Identifying word with target sound:

Concentrate on one minimal pair at a time. Repeat the contrasting word a number of times before saying the word with the target sound. Thereafter, intersperse repetition of con-

trasting word with the word with the target sound. The children are to signal when they hear the word with the target sound.

This can be presented as a flash card "stop and go" game. Children can be policemen or traffic lights signaling with a long strip of paper colored red on one end and green on the other. They are to let all words (cars) with contrasting sound "go" and "stop" only the word (car) with the target sound. e.g.: Teacher can say:

"sheep-ship." These two words sound different, don't they? Listen again: "sheep-ship." When you hear the word "sheep," hold up the green light and let it go. But when you hear the word "ship," hold up the red light. Listen again: "sheep-ship." "Ship" is the word you have to stop.

Teacher:

"sheep"

"sheep"

"sheep"

"ship"

Children:

green light

"

"

red

After about three successful responses by the majority of the class, model and have children repeat, "The sound we're looking for is in 'ship' but not in 'sheep.'" Follow above example for the rest of the minimal pairs in Step 1.

(For smaller group participation, the class can be divided into city blocks with traffic lights at every corner. For other possible games consult "Games for Discrimination and Production" or devise your own games.)

## PART II: (Same as Part I except for minimal pairs used.)

### Step I: Introduction of Target Sound:

Teacher can say:

Can you find the sound that we're looking for today?  
it's found in only certain words and not in any other.

It's in	"ship"	but not in	"sheep." *
	"chick"		"cheek." *
	"slip"		"sleep."
	"fill"		"feel."
	"hit"		"heat."
	"lip"		"leap."
	"sit"		"seat."
	"lick"		"leak."

(\* in Part I.)

(For the other steps follow Part I except for use of minimal pairs given in Step I of Part II.)

### PART III:

(If necessary, review some of the more difficult minimal pairs by using "Can you hear..." before going on to Step I.)

Step I: Say all the words you feel the children need further work on, except this time say all the words in the contrasting column; then, all the words in the target column. Have the children listen to all the words in each column; then, have them repeat each of those words after you.

Step II: Give contrasting word, and have the children give the word with the target sound.

e. g., "The sound is not in 'sheep' but it's in \_\_\_\_\_."

Step III: Minimal Pairs in sentences:

Use pictures or line drawings on the board to represent the minimal pairs "ship-sheep," "hill-heel," and "chick-cheek." Hold up picture and model the sentences for each pair. Then have the children repeat each sentence after the modeling the second time.

Combine discrimination and production by asking each child, "Where's the ...?" and having the child pointing to or picking up the appropriate picture, saying "This is the \_\_\_\_\_."

After a number of successful responses, pupil-pupil exchange can be used for the same exercise.

ship-sheep:

This is the ship.

This is the sheep.

hill-heel:

This is the hill.

This is the heel.

chick-cheek:

This is my chick.

This is my cheek.

Step IV: Words with target sound in sentences:

A. Using pictures or actual objects representing as many of the words listed below, model each word as you hold up the items and have each word repeated by the class.

B. Have children work in pairs. One child tells the other: "Pick up the \_\_\_\_\_," mentioning one of the pictures on

the chalk tray or elsewhere. The other child holds up the appropriate picture and says, "This is the \_\_\_\_\_."

Word List: (Use other appropriate words.)

fish (starfish, etc.)	dictionary
pigeon	guinea pig
lizard	pig
shrimp	pin
zipper	dish
slipper	ring

#### PART IV:

Step I: Model minimal pairs: "pick-peek," "hit-heat," "bit-beat," "fill-feel," "slip-sleep" (and "slipping-sleeping") and "chick-cheek" and have the children repeat after you. Then model minimal pairs in sentences with appropriate gestures. Repeat two or three times so that the children will associate gestures with words. Then repeat the sentences a number of times in random order and have the children perform the accompanying action. After the children have learned to discriminate in this fashion, have individual children, abler ones first, say the appropriate sentence when you give the gesture cue; then, have each say it to the class and have the class perform the action.

1. Pick at it. (picking, plucking motion)  
Peek at it. (peek through fingers)
  2. Hit the pot. (punching or pounding motion)  
Heat the pot. (motion of turning on stove or lighting match)
  3. Fill the pot. (pouring motion)  
Feel the pot. (touching motion)
  4. The boy beat the dog. (beating motion)  
The boy bit the dog. (biting motion)
  5. He's slipping in the mud. (skidding motion with foot, etc.)  
He's sleeping in the mud. (rest cheek on hands)
  6. I patted my chick. (peeping sound or flapping motion)  
I patted my cheek. (put hand to cheek)
- (#1, #2, #3 can be varied by using "ing" form of verb. One child can act out one of actions and the class can say, "He's \_\_\_\_\_ing.")

Step II: Using words with target sounds in sentences.

Have class, then small groups stand and repeat both the sentences and actions modeled. Then have one child in each group be the leader (model sentence without gesture) and have others follow-the-leader in action.

Use words listed below in the frame: "Let's \_\_\_\_\_."

(For work with individual children, you may have each child carry out the action saying: "I'm \_\_\_\_\_ ing.")

Word List:

wink	pitch
grin	hit
blink	kick
dig	skip
lift	swim
fish	drink
spin	sit

PART V:

(This entire part deals with production of words with /i/ in sentences in which the stress changes.)

Model each sentence and in modeling the sentence that the children are to repeat, stress the underlined word and have the children do the same. e. g. :

Teacher:

Just listen to this sentence:

The fish fell on the dish.

Answer this question:

What fell on the dish?

Now repeat this sentence after me:

The fish fell on the dish.

Answer this question:

Where did the fish fall?

Now, repeat this sentence after me:

The fish fell on the dish.

(Once the children have understood the pattern, omit the directions.)

Children:

The fish.

(repeat)

On the dish.

(repeat)

1) Pinky has a ring on his finger.

Who has a ring on his finger?

Repeat this sentence:

Pinky has a ring on his finger.

What does Pinky have on his finger?

Repeat this sentence:

Pinky has a ring on his finger.

Does Pinky have the ring on his toe,  
or on his finger?

Repeat this sentence:

Pinky has a ring on his finger.

Pinky.

(repeat)

A ring.

(repeat)

On his finger.

(repeat)

Teacher:  
2) A shrimp is in the river.  
What's in the river?  
Repeat this sentence:  
A shrimp is in the river.  
Where is the shrimp?  
Repeat this sentence:  
A shrimp is in the river.

A Variation on #2:

A shrimp is in the river.  
What's in the river?  
Repeat this sentence:  
A shrimp is in the river.  
A little\* shrimp is in the river.  
What kind of shrimp is in the river?  
Repeat this sentence:  
A little\* shrimp is in the river.  
A little\* pink shrimp is in the river.  
What kind of shrimp is in the river?  
Repeat this sentence:  
A little pink shrimp is in the river.  
(\* Second syllable should be a syllabic consonant.)

3) A witch found a squid.  
Who found a squid?  
Repeat this sentence:  
A witch found a squid.  
What did the witch find?  
Repeat this sentence:  
A witch found a squid.

A Variation on #3:

A witch found a squid.  
What did the witch find?  
Repeat this sentence:  
A witch found a squid.  
A rich witch found a squid.  
What kind of witch found a squid?  
Repeat this sentence:  
A rich witch found a squid.

Children:

A shrimp.  
  
(repeat)  
In the river.  
  
(repeat)

A shrimp.  
  
(repeat)  
  
A little shrimp (one).  
  
(repeat)  
  
A little pink shrimp.  
  
(repeat)

A witch.  
  
(repeat)  
A squid.  
  
(repeat)

A squid.  
  
(repeat)  
  
A rich witch.  
  
(repeat)

## PART IV: Poetry and Rhyming

Step I: Introduce and practice a poem.

Step II:

- A. Pick out rhymes from the poem practiced and/or words that rhyme from List (2) and model and have the children repeat them.
- B. Say two or three rhyming words from the list practiced and have the children add words that rhyme. If the children have too much difficulty, proceed to the next step.  
e. g. : brick - thick - lick (sick, quick, etc.)  
          drip - grip - hip (skip, trip, etc.)  
          hitch - stitch - ditch (witch, rich, etc.)

After each child adds a word, say those words again, adding the word the child has contributed and have the others pass judgment if all those words rhyme. If those words do rhyme, have the class repeat them after they hear them modeled.

- C. Pronounce four words, one of which does not rhyme. Have the children listen to the words two or three times. When the words are repeated again, have the children indicate which word does not rhyme. This can be done by one of the following methods:
  - 1) Raising hands upon hearing the non-rhyming word.
  - 2) After hearing the words, indicating by holding up the number of fingers designating the number of the non-rhyming word. This would be made easier if, as each word is pronounced, one finger is held up for the first word, etc.
  - 3) Four children are seated in the front of the room and the teacher points to or taps each child as she pronounces each word. Someone from the audience points to the child who has the non-rhyming word and he stands up if he agrees. The rest of the class passes judgment. (This activity may be more time-consuming than the others.)

Example of words: (underlined words are non-rhyming)

Bill - meal - will - hill  
grin - chin - green - win  
stick - reek - pick - quick  
sick - leak - chick - kick  
fill - still - seal - pill  
lip - drip - peep - hip  
tin - pin - fin - mean

- D. Practice the same poem again or another poem.

## POEMS

Jack be nimble  
Jack be quick  
Jack jump over  
the candlestick.

To market, to market,  
To buy a fat pig,  
Home again, home again,  
jiggety jig.

The Clock  
Tick, tock, tick, tock,  
Merrily sings the clock.  
It's time for work,  
It's time for play,  
And so it sings  
Through all the day.  
Tick, tock, tick, tock  
Merrily sings the clock.

--author unknown

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### Precocious Piggy

All: "Where are you going, you little pig?"  
Solo: "I'm leaving my mother, I'm growing so big!"  
Girls: "So big, young pig,  
Boys: So young, so big!  
All: What, leaving your mother, you foolish young pig!"

Girls: "Where are you going, you little pig?"  
Solo I: "I've got a new spade, and I'm going to dig."  
All: "To dig, little pig?"  
Solo II: A little pig dig!  
All: Well, I never saw a pig with a spade that could dig!"

Boys: "Where are you going, you little pig?"  
Solo I: "Why, I'm going to have a nice ride in a gig!"  
Girls: "In a gig, little pig?"  
Boys: What, a pig in a gig!"  
All: Well, I never before saw a pig ride a gig!"

All: "Where are you going, you little pig?"  
Solo I: "Well, I'm going to the ball to dance a fine jig!"  
Girls: "A jig, little pig!"  
All: Well, I never before saw a pig dance a jig!"

Girls: "Where are you going, you little pig?"  
 Solo I: "I'm going to the fair to run a fine rig."  
 All: "A rig, little pig!"  
 Solo II: A pig run a rig!"  
 All: Well, I never before saw a pig run a rig!"

Boys: "Where are you going you little pig?"  
 Solo I: "I'm going to the barber's to buy me a wig!"  
 Girls: "A wig, little pig!"  
 Boys: A pig in a wig!"  
 All: Why, whoever before saw a pig in a wig!"

Other poems highly recommended:

- 1) "The Big Clock," author unknown and
- 2) "Only My Opinion," Monica Shannon, The Sound of Poetry,  
 (Mary C. Austin and Queenie B. Mills), Boston, Mass.,  
 Allyn and Bacon, Inc., 1963.
- 3) "Wiggle Game," Louise Binder Scott, Talking Time, 2d ed.,  
 (Louise Binder Scott and J. J. Thompson), N. Y., N. Y.,  
 Webster Division, McGraw-Hill Book Co., 1966.

Possible songs from Music for Living Through the Day, Teacher's  
 Book 1, (James Mursell, Gladys Tipton, Beatrice Landeck,  
 Harriet Nordholm, Roy E. Freeburg, Jack M. Watson),  
 Morristown, New Jersey, Silver Burdett Co., 1962.

"Tippy Tippy Tiptoe"

"Rig-a-Jig-Jig"

"Fiddler, Play for Me"

# PHONOLOGY LESSON

TARGET: /e/

## List (1) Minimal Pairs

## List (2) - Other Words

<u>/e/</u>	<u>/æ/</u>	<u>Initial</u>	<u>Medial</u>		
bet	bat	edge	bet	bell	present
pet	pat	egg	get	fell	necklace
met	mat	elbow	jet	sell	penguin
set	sat	elephant	let	shell	fence
better*	batter*	elevator	met	smell	pebble
slept	slapped	empty	net	tell	web
pest	passed/past	entrance	pet	well	lettuce*
pen	pan	exit	set	<u>yell</u>	lemon
hem	ham		wet	belt	ledge
ten	tan		<u>yet</u>	felt	deaf
lend	land		bed	<u>melt</u>	yesterday
send	sand		bread	bend	wrestle
bend	band		dead	friend	pencil
led	lad		fed	lend	necktie
bed	bad		head	send	skeleton
head	had		led	<u>spend</u>	leopard
said	sad		red	cent	desk
peck	pack		said	dent	helmet
			sled	<u>tent</u>	cement
			<u>thread</u>	best	bench
			check	chest	fender
			neck	nest	pepper
			peck	pest	celery
			<u>wreck</u>	rest	wedding
			beg	<u>test</u>	vegetable
			<u>leg</u>	yellow	help
			bless	<u>fellow</u>	friendly
			dress	measure	jealous
			guess	<u>treasure</u>	breakfast
			mess		
			<u>yes</u>		
			gem		
			stem		
			<u>them</u>		
			hen		
			men		
			pen		
			ten		
			<u>then</u>		

\* Use "flapped t."

## PART I: 1st Presentation

### Step I: Introduction of Target Sound /e/

Teacher can say:

Can you find the sound that we're looking for today?

It's found in only certain words and not in any other.

It's found in	"bet"	but not in	"bat."
	"pet"		"pat."
	"met"		"mat."
	"set"		"sat."
	"better"*		"batter."*
	"slept"		"slapped."
	"pest"		"past/passed."
	"pen"		"pan."

\* Use "flapped t."

(Remember to use the falling intonation on each word of the pair.)

### Step II: Recognition and Discrimination

#### A. Same-Different:

Say the words in pairs: either minimal pairs or the same word taken from either the target column or the contrasting column twice. The children are to indicate by a method you have chosen (e.g., raising two fingers for "same," etc.) whether the pair is the same word repeated twice or a contrasting pair.

Teacher can say:

Now I'm going to say two words right after each other. If the two words sound exactly the same, hold up two fingers (etc.). If the two words don't sound exactly the same, keep your hands down (etc.).

Teacher:

pet	-	pet
bat	-	bat
pan	-	pen
bet	-	bet

Children:

"same" sign
"same" sign
"diff." sign
"same" sign

(Use words from Step I. Be sure to vary the order from time to time; for example, in giving minimal pairs, don't always give the word with the target sound first. Be sure the same intonation is given on both words.)

For accuracy in evaluation: How well the children discriminate will depend on the accuracy of response to the "diff." pairs.)

**B. Identifying word with target sound:**

Concentrate on one minimal pair at a time. Repeat the contrasting word a number of times before saying the word with the target sound. The children are to signal when they hear the word with the target sound.

This can be presented as a flash card "stop and go" game. Children can be policemen or traffic lights signaling with a long strip of paper colored red on one end and green on the other. They are to let all words (cars) with contrasting sound "go" and "stop" only the word (car) with the target sound.

e. g. : Teacher can say:

"bat - bet. " These two words sound different, don't they?  
Listen again: "bat - bet. " When you hear the word "bat, " hold up the green light. But when you hear "bet, " hold up the red light. Listen again: "bat - bet. " "Bet" is the word you have to stop.

Teacher:

"bat"

"bat"

"bet"

(etc. )

Children:

green light

"

red

After about three successful responses by the majority of the class, model and have children repeat, "The sound we're looking for is in 'bet' but not in 'bat.' " Follow above model for the rest of the minimal pairs presented in Step I.

(Class can be separated into city blocks with traffic lights at every corner.)

**PART II: 2nd Presentation**

**Step I:**

Teacher says:

Can you find the sound that we're looking for today?

It's in "hem" but not in "ham. "

"ten" "tan. "

"lend" "land. "

"send" "sand. "

"bend" "band. "

"led" "lad. "

"bed" "bad. "

"head" "had. "

"said" "sad. "

(Use the falling intonation on each word of the pair. )

## Step II: Same-Different (Pairs)

- A. Say the words in pairs: either minimal pairs or the same word taken from either the target column or the contrasting column twice. The children are to indicate by the method you have chosen, whether the pair is the same word repeated twice or a contrasting pair.

Teacher can say:

Now I'm going to say two words right after each other. If the two words sound exactly the same, hold up two fingers (etc.). If the two words don't sound exactly the same, keep your hands down (etc.).

Teacher:

lend - land  
send - send  
had - had  
ham - hem

Children:

"diff." sign  
"same" sign  
"same" sign  
"diff." sign

(Use words from Step I. Be sure to vary the order from time to time; for example, in giving minimal pairs, don't always give the word with the target sound first.

Use the falling intonation on both words.)

- B. Identifying word with target sound:

Concentrate on one minimal pair at a time. Repeat the contrasting word a number of times before saying the word with the target sound. Thereafter intersperse repetition of the contrasting word with the word with the target sound. The children are to signal when they hear the word with the target sound.

This can be presented as a flash card "stop and go" game. Children can be traffic lights signaling with a long strip of paper colored red on one end and green on the other. They are to let all words (cars) with contrasting sound "go" and "stop" only the word (car) with the target sound.

e. g. : Teacher can say:

"sand - send." These two words sound different, don't they? Listen again: "sand - send." When you hear the word "sand," hold up the green light. But when you hear the word "send," hold up the red light. Listen again: "sand - send." "Send" is the word you have to stop.

Teacher:

"sand"  
"sand"  
"sand"  
"send"  
(etc.)

Children:

green light  
"  
"  
red

After about three successful responses by the majority of the class, model and have children repeat, "The sound we're looking for is in 'send' but not in 'sand.'" Follow above model for the rest of the minimal pairs presented in Step I.

### PART III:

#### Step I:

Hold up pictures or objects depicting the words in List (2). Model the words and have the children repeat. Then, follow the procedure below with children taking parts.

Child A: Tell me what you want.

Child B: I want the necklace.

(Note: Use determiner "the" to handle mass and count nouns.)

#### Step II:

(This exercise deals with production of words with /e/ in sentences in which the stress changes.)

Model each sentence and in modeling the sentence that the children are to repeat, stress the underlined word and have the children do the same.

#### Teacher:

Just listen to this sentence:

Henry got a letter yesterday.

Who got a letter yesterday?

Now repeat this sentence after me:

Henry got a letter yesterday.

What did Henry get yesterday?

Now repeat this sentence after me:

Henry got a letter yesterday.

Just listen to this sentence:

Penny has a bell around her neck.

Who has a bell around her neck?

Now repeat this sentence after me:

Penny has a bell around her neck.

What does Penny have around her neck?

Now repeat this sentence after me:

Penny has a bell around her neck.

Where does Penny have the bell?

Now repeat this sentence after me:

Penny has a bell around her neck.

#### Children:

Henry.

(repeat)

A letter.

(repeat)

Penny.

(repeat)

A bell.

(repeat)

Around her  
neck.

(repeat)

## Step II: Short Dialogue Practice

- A. After initial introduction by the teacher, the children should participate in the short dialogue..

A: I met an elephant yesterday.

B: Was he a friendly elephant?

A: Yes, he was friendly. He let me pet him.

B: I want to pet him too.

A: Okay, let's take him a present.

After practicing the dialogue, each child can add to the dialogue by saying: "My present is a/an \_\_\_\_\_."

- B. Chain Responses:

One child makes a statement and asks another a question and that child in turn does the same. This continues until a number of children have participated.

1. My best friend is \_\_\_\_\_. Who's your best friend?

2. I had \_\_\_\_\_ for breakfast. What did you have?

- C. One child thinks of an animal and others have one guess each as to what it is, using the following format:

A: I have a pet. Can you guess what it is?

B: I bet I can. It's a \_\_\_\_\_.

A: Your guess is wrong. Who's next? (and turns to repeat his first line and has somebody else guess).

When the right answer is given, "A" says, "Your guess is right. Here's a penny."

## PART IV: Poetry and Rhyming

Step I: Introduce and practice a poem.

### Step II:

- A. Pick out rhymes from the poem practiced and model and have the children repeat words that rhyme with those and other rhyming words from List (2).

- B. Say two or three rhyming words from the list practiced and have the children add words that rhyme. If the children have too much difficulty, proceed to the next step.

e. g. : thread - led - said (red, dead, head, etc.)

Ben - den - men (hen, ten, pen, etc.)

well - fell - yell (sell, tell, bell, etc.)

After each child adds a word, say those words again, adding the word the child has contributed and have the others pass judgment if all those words rhyme. If those words do rhyme, have the class repeat them after they hear them modeled.

- C. Pronounce four words, one of which does not rhyme. Have the children listen to the words two or three times. When the words are repeated again, have the children indicate which word does not rhyme.

This can be done by one of the following methods:

- 1) Raising hands upon hearing the non-rhyming word.
- 2) After hearing the words, indicate by holding up the number of fingers indicating the number of the non-rhyming word. This would be made easier if, as each word is pronounced, one finger is held up for the first word, etc.
- 3) Four children are seated in the front of the room and the teacher points to or taps each child as she pronounces each word. Someone from the audience points to the child who "has" the non-rhyming word and he stands up if he agrees. The rest of the class passes judgment. (This activity may be more time-consuming than the others.)

Example of words: (underlined words are non-rhyming)

get - let - net - bat  
head - bad - shred - bread  
leg - keg - tag - beg  
best - test - guessed - passed  
sled - glad - fled - bled  
rent - pant - tent - sent

- D. Practice the same poem again or another poem.

## POEMS

Hickety, Pickety  
Hickety, pickety, my black hen,  
She lays eggs for gentlemen;  
Gentlemen come back every day  
To see what my black hen doth lay.  
--adapted by Frank Haines

Nicholas Ned  
 Nicholas Ned,  
 He lost his head,  
 And put a turnip on instead;  
 But then ah me!  
 He could not see,  
 So he thought it was night,  
 And he went to bed.  
 --Laura E. Richards

Was She a Witch?  
 There was an old woman  
 Lived down in a dell;  
 She used to draw picklejacks  
 Out of the well.  
 How did she do it?  
 Nobody knew it,  
 She never, no never,  
 No never would tell.  
 --Laura E. Richards

Other poems highly recommended:

- 1) "Baby Chick," Aileen Fisher, Poetry for Young Scientists,  
 (Leland B. Jacobs and Sally F. Nohelty), N.Y., N.Y.,  
 Rinehart & Winston, Inc., 1964.
- 2) "Grizzly Bear," Mary Austin, The Children Sing in the Far West,  
 (Mary Austin), Boston, Mass., Houghton Mifflin Co.
- 3) "Did You Ever, Ever, Ever," and
- 4) "Two Legs Sat on Three Legs by Four Legs," A Rocket in My  
 Pocket, The Rhymes and Chants of Young Americans,  
 (Carl Withers), N.Y., N.Y., Henry Holt & Co., 1948.
- 5) "Mrs. Peck-Pigeon," Eleanor Farjeon, The Sound of Poetry,  
 (Mary C. Austin and Queenie B. Mills), Boston, Mass.,  
 Allyn & Bacon, Inc., 1963.
- 6) "Rooster Red," Louise Binder Scott, and
- 7) "Yes, Yes, Yes," J.J. Thompson, and
- 8) "Is the Sky Yellow?" J.J. Thompson, Talking Time, 2d ed.,  
 (Louise Binder Scott and J.J. Thompson), N.Y., N.Y.,  
 Webster Division, McGraw-Hill Book Co., 1966.

# PHONOLOGY LESSON

TARGET: /ə/

## List (1) Minimal Pairs      List (2) - Other Words

<u>/ə/</u>	<u>/a/</u>	<u>Initial</u>	<u>Medial</u>			
pup	pop	oven	but	bluff	bun	bubble
puppy	poppy	onion	cut	cuff	done	double
cup	cop	ugh	hut	gruff	fun	<u>trouble</u>
dull	doll	ugly	nut	huff	gun	brother
luck	lock	uncle	<u>shut</u>	puff	none	<u>mother</u>
nut	knot	under	cluck	rough	one/won	lumber
done	Don	underwear	duck	stuff	run	<u>number</u>
shut	shot		luck	<u>tough</u>	<u>son/sun</u>	enough
hut	hot		stuck	bus	hung	something
bum	bomb		suck	<u>plus</u>	rung	wonder
cut	cot		<u>truck</u>	dust	sung	wonderful
cub	cob		club	just	tongue	honeybee
duck	dock		cub	must	<u>young</u>	bumblebee
putt	pot		rub	rust	bunch	*butterfly
hug	hog		scrub	<u>trust</u>	crunch	pumpkin
bug	bog		sub	blush	hunch	mushroom
rub	rob		<u>tub</u>	brush	<u>punch</u>	hundred
suck	sock		blood	crush	drunk	monkey
			bud	hush	flunk	shovel
			flood	mush	junk	**button
			mud	<u>rush</u>	punk	clumsy
			<u>thud</u>	dove	skunk	buffalo
			bug	glove	sunk	
			drug	love	<u>trunk</u>	
			dug	<u>shove</u>	bunny	
			hug	bum	funny	
			jug	come	honey	
			mug	crumb	money	
			plug	drum	<u>sunny</u>	
			rug	dumb	*butter	
			slug	from	*gutter	
			<u>tug</u>	gum	*mutter	
			clutch	hum	<u>*stutter</u>	
			much	numb	bump	
			such	plum	dump	
			<u>touch</u>	some	jump	
			<u>Monday</u>	<u>thumb</u>	lump	
			<u>Sunday</u>		<u>pump</u>	

\* Use "flapped t."

\*\* Pronounce second syllable as a syllabic consonant.

## PART I:

### Step I: Introduction of Target Sound /ə/

Teacher can say:

Can you find the sound that we're looking for today?

It's found in only certain words and not in any other.

It's found in "pup"	but not in "pop."
"puppy"	"poppy."
"dull"	"doll."
"nut"	"knot."
"shut"	"shot."
"hut"	"hot."
"bum"	"bomb."

(Remember to use the falling intonation on each word of the pair.)

### Step II: Recognition and Discrimination

#### A. Same-Different:

Say the words in pairs: either minimal pairs or the same word taken from either the target column or the contrasting column twice. The children are to indicate by a method you have chosen (e.g., raising two fingers for "same," fist for "different," etc.) whether the pair is the same word repeated twice or a contrasting pair.

Teacher can say:

I'm going to say two words right after each other. If the two words sound exactly the same, hold up two fingers (etc.). If the two words don't sound exactly the same, hold up your fist (etc.).

#### Teacher:

pup	-	pup
pop	-	pop
puppy	-	poppy
dull	-	dull

#### Children:

"same"	sign
"same"	sign
"diff."	sign
"same"	sign

(Use words from Step I. Vary the order from time to time; e.g., in giving minimal pairs, don't always give the word with the target sound first. Be sure the same intonation is given on both words.)

For accuracy in evaluation: How well the children discriminate will depend on the accuracy of response to the "different" pairs.)

#### B. Identifying word with target sound:

Concentrate on one minimal pair at a time. Repeat the contrasting word a number of times before saying the word with the target sound. Thereafter, intersperse repetition of con-

trasting word with the target sound. The children are to signal when they hear the word with the target sound.

This can be presented as a flash card "stop and go" game. Children can be policemen or traffic lights signaling with a strip of paper colored red on one end and green on the other. They are to let all words (cars) with contrasting sound "go" and only "stop" the word (car) with the target sound.

e.g.: Teacher can say:

"poppy - puppy." These two words sound different, don't they? Listen again: "poppy - puppy." When you hear the word "poppy," hold up the green light and let it go. But when you hear the word "puppy," hold up the red light. Listen again: "poppy - puppy." "Puppy" is the word you have to stop.

Teacher:  
"poppy"  
"poppy"  
"puppy"  
(etc.)

Children:  
green light  
"  
red

After about three successful responses by the majority of the class, model and have the children repeat, "The sound we're looking for is in \_\_\_\_\_ but not in \_\_\_\_\_," being certain that the falling intonation is used on both words and that the contrasting sounds are clearly differentiated. Follow the above example for the rest of the minimal pairs in Step I.

(For smaller group participation, the class can be divided into city blocks with traffic lights at every corner. For other possible games consult "Games for Discrimination and Production" or devise your own games.)

## PART II:

(Review Part I, practicing words that caused difficulty and add other minimal pairs from List (1) minimal pairs.)

## PART III:

### Step I: Production of Minimal Pairs

Model minimal pairs, including those that are used in the sentences in Step II, and have children repeat them.

### Step II: Production of Contrasting Sentences

Model two contrasting sentences; then ask the questions pertaining to those sentences and have the children reply in

phrases. Finally, model the sentences a number of times in random order and have the children repeat those sentences.

Teacher:

"duck-dock"

The duck is clean.

The dock is dirty.

What's clean?

What's dirty?

"nut-knot"

A nut is tasty.

A knot is lumpy.

What's tasty

What's lumpy?

"shut-shot"

Billy shut the door.

Annie shot the door.

What did Billy do?

What did Annie do?

"puppy-poppy"

A puppy is nice.

A poppy is pretty.

What's nice?

What's pretty?

"cub-cob"

A cub is friendly.

A cob is rough.

What's friendly?

What's rough?

"bum-bomb"

The bum is lazy.

The bomb is dangerous.

What's lazy?

What's dangerous?

Children:

The duck.

The dock.

A nut.

A knot.

Shut the door.

Shot the door.

A puppy.

A poppy.

A cub.

A cob.

A bum.

A bomb.

For extra practice:

The hut is hot. What's hot?

The hut.

The duck is on the dock.

What's on the dock?

The duck.

He cut the cot. What did he do?

Cut the cct.

A cup hit a cop. What hit the cop?

A cup.

For additional practice use the "Additional Exercises" that follow:

### ADDITIONAL EXERCISES

#### For Some Troublesome Minimal Pairs

After previous drill work on these pairs, these exercises can be used to give additional practice for the class or just those that need more intensive work. These exercises require some background preparation concerning the meaning of these words.

I. "bum - bomb":

Model the sentences and explain the difference in meaning and therefore the difference in the listener's reaction to what is said. Then model the sentences for the children to repeat.

Choose a child to bring in a message to the class. He is to make his announcement as he comes in the door. The message is either "There's a bum outside!" or "There's a bomb outside!" The teacher may cue him by whispering the word to use or she may let him select it himself.

The listeners are to react in "fear" by covering their heads, etc., when they hear "bomb." When they hear "bum," they may just look up or say, "Come in."

II. "cub - cob":

The teacher says, "The pig wants to eat a cob," and "The lion wants to eat a cub." A child is chosen to act as a pig or a lion (whispered cue given by the teacher). The rest of the children listen to what he says he likes to eat so that they can guess what animal he is.

Child says either: "Who am I? I want to eat a cob."  
or: "Who am I? I want to eat a cub."

The others can say, "You're a pig," or "You're a lion," or make squealing sounds for the pig and a growling sound for the lion.

III. Possible culminating exercise using minimal pairs "cub-cob," "puppy-poppy," "nut-knot," and "bum-bomb."

First model the minimal pair to be worked with. Have the children associate the word with a picture or a succinct explanation of the meaning. Present the two sentences for the particular pair a number of times and have the children provide the word to fit the sentence.

A: "cub-cob" I'm going to train the \_\_\_\_\_ (cub).  
I'm going to chew on the \_\_\_\_\_ (cob).

- B: "puppy-poppy"      Every day I feed my \_\_\_\_\_ (puppy).  
                                  Every day I water my \_\_\_\_\_ (poppy).
- C: "nut-knot"            I want to eat a \_\_\_\_\_ (nut).  
                                  I want to tie a \_\_\_\_\_ (knot).
- D: "bum-bomb"           I'm going to feed the \_\_\_\_\_ (bum).  
                                  I'm going to drop the \_\_\_\_\_ (bomb).

#### PART IV:

##### Step I:

Have pictures or objects representing a number of words containing the target sound. Model each word as you hold up the picture or object and have the children repeat. These pictures or objects can be the prizes for a lucky number game. Have some children pick a number or assign numbers and have one child pick up the "lucky number" slip from a box of numbered slips of paper. This child announces, "The lucky number is \_\_\_\_\_," and the child who has the lucky number says, "I've got the lucky number. I want the \_\_\_\_\_." Or you may wish to have the children participate in the following activity, which involves a storekeeper, a parent, and a child:

Storekeeper (pointing to array of stock): I have lots of wonderful things for you.

Parent (to child): Do you want the \_\_\_\_\_ ?

Child: No, I don't want the \_\_\_\_\_. I want the \_\_\_\_\_.

Storekeeper: You're a lucky boy./girl. Here's the \_\_\_\_\_.

##### Step II:

Create an appropriate setting for the following dialogues and have the children participate.

1. A: Do you have some money?  
    B: What do you want some money for?  
    A: I want to buy some candy. I don't have enough money.  
    B: Why don't you buy some gum instead?  
    A: That's a wonderful idea!  
    C: I have some money. Can I go too?  
    A: Oh, boy. Now we can buy some candy ...  
    B: ... and some gum. Sure, come along.
  
2. A: What are you mumbling about?  
    B: Nothing.  
    A: What are you grumbling about?  
    B: Something.

- A: You look funny. You look like a bubble gum all blown up.  
 B: You'd look funny too if you had a stomach ache.

## PART V: Rhyming and Poetry

### Step I: Nonsensical Dialogue:

Have children participate in the following dialogue:

- A: What's in your trunk -- a lot of junk?  
 B: I don't have junk in my trunk.  
 A: What's in your trunk -- a funny skunk?  
 B: I don't have a skunk in my trunk.  
 A: No junk in your trunk? No skunk in your trunk?  
 How's about a drunk skunk in your junk trunk?

### Step II:

- A. Pick out rhymes from the previous dialogue. Model the words and have the children repeat. Also practice with other rhyming words from List (2).  
 B. Say two or three rhyming words from the list practiced and have the children add words that rhyme. If the children have too much difficulty, proceed to the next step.

e. g. : flunk - punk - sunk (trunk, junk, etc.)  
 cluck - stuck - suck (duck, luck, etc.)  
 club - cub - rub (scrub, sub, etc.)

After each child adds a word, say those words again, adding the word the child has contributed and have others pass judgment if all those words rhyme. If those words do rhyme, have the class repeat them after they hear them modeled.

- C. Pronounce four words, one of which does not rhyme. Have the children listen to the words two or three times. When the words are repeated again, have the children indicate which word does not rhyme. This can be done by one of the following methods:

- 1) Raising hands upon hearing the non-rhyming word.
- 2) After hearing the words, indicate by holding up the number of fingers indicating the number of the non-rhyming word. This would be made easier if, as each word is pronounced, one finger is held up for the first word, etc.
- 3) Four children are seated in the front of the room and the teacher points to or taps each child as she pronounces each word. Someone from the audience points to the child who "has" the non-rhyming word and he stands up if he agrees. The rest of the class passes judgment. (This activity may be more time-consuming than the others.)

Example of words: (underlined words are non-rhyming)

sun - fun - rain - gun  
dust - last - crust - must  
sub - rob - scrub - tub  
duck - sock - luck - truck  
come - dumb - bomb - gum  
shut - nut - cut - hot  
mush - gosh - rush - crush  
cup - pup - sup - top  
hung - rung - lung - song  
cuff - rough - cough - stuff

D. Practice a poem.

## POEMS

Old Mother Hubbard  
Old Mother Hubbard  
Went to the cupboard,  
To get her poor Dog a bone,  
When she came there,  
The cupboard was bare,  
And so the poor Dog had none.  
--Mother Goose

Jump - Jump - Jump  
Jump - jump - jump --  
Jump away  
From this town into  
The next, today.

Jump - jump - jump --  
Jump over the moon;  
Jump all the morning  
And all the noon.

Jump - jump - jump --  
Jump all night;  
Won't our mothers  
Be a fright?

Hot-Cross Buns  
Hot-cross Buns!  
Hot-cross Euns!  
One a penny,  
Two a penny,  
Hot-Cross Buns!  
--Mother Goose

Jump - jump - jump --  
Over the sea;  
What wonderful wonders  
We shall see.

Jump - jump - jump --  
Jump far away;  
And all come home  
Some other day.  
--Kate Greenaway

Fuzzy Wuzzy  
Fuzzy wuzzy was a bear  
Fuzzy wuzzy had no hair  
Fuzzy wuzzy wasn't fuzzy, was he?  
--author unknown

### Tugs

Chug! Puff! Chug!  
Push, little tug.  
Push the great ship here  
Close to its pier.

Chug! Puff! Chug!  
Pull, strong tug.  
Drawing all alone  
Three boat-loads of stone.

Busy harbor tugs,  
Like round water bugs,  
Hurry here and there,  
Working everywhere.

--James S. Tippet

### Trucks

Big trucks for steel beams,  
Big trucks for coal,  
Rumbling down the broad streets,  
Heavily they roll.

Little trucks for groceries,  
Little trucks for bread,  
Turning into every street,  
Rushing on ahead.

Big trucks, little trucks,  
In never ending lines,  
Rumble on and rush ahead  
While I read their signs.

--James S. Tippet

### It Was Shut

"Sam, shut the shutter," Mother Hyde  
Called, her cap-strings all a-flutter.  
"I've shut the shutter," Sam replied;  
And I can't shut it any shutter."

--J. T. Greenleaf, Oh, What Nonsense! (William Cole),  
N. Y., N. Y., The Viking Press, Inc., 1966.

Harriet Hutch,  
Her conduct was such,  
Her uncle remarked it would  
conquer the Dutch:  
She boiled her new bonnet,  
And breakfasted on it,  
And rode to the moon on her  
grandmother's crutch.

--Laura E. Richards

Other poems highly recommended:

- 1) "Touch Your Nose," Rhymes for Fingers and Flannelboards, (Louise Binder Scott and J. J. Thompson), N. Y., N. Y., McGraw-Hill, Inc., 1960.
- 2) "A Farmer Went Trotting," Old Folk Rhyme, Let's-Read-Together Poems, An Anthology of Verse for Choral Reading in Kindergarten and Primary Grades, (Helen A. Brown and Harry J. Heltman), White Plains, N. Y., Row, Peterson & Co., 1949.
- 3) "What Does the Bee Do?" Christina Rossetti, Sing-Song, (Christina G. Rossetti), N. Y., N. Y., The Macmillan Co.
- 4) "Who Likes the Rain?" Clara Doty Bates, Time for Poetry, Glenview, Ill., Scott, Foresman & Co., 1952.
- 5) "Fuzzy Wuzzy Creepy Crawly," Lillian Schulz Vanada, and
- 6) "So Many Monkeys," Marion Edey and Dorothy Grider, The Sound of Poetry, (Mary C. Austin and Queenie B. Mills), Boston, Allyn and Bacon, Inc., 1963.
- 7) "Yum, yum, yum!" Louise Binder Scott, and
- 8) "Funny Old Pig," Louise Binder Scott, Talking Time, 2d ed., (Louise Binder Scott and J. J. Thompson), N. Y., N. Y., Webster Division, McGraw-Hill Book Co., 1966.
- 9) "Policeman, policeman, don't catch me!" Carl Withers, and
- 10) "A peanut sat on the railroad track!" Carl Withers, A Rocket in My Pocket, Rhymes and Chants of Young Americans, (Carl Withers), N. Y., N. Y., Henry Holt and Co., 1948.
- 11) "Shopping," Ilo Orleans, V Is For Verse, (Odille Ousley), Boston, Mass., Ginn and Co., 1964.

# PHONOLOGY LESSON

TARGET: /u/

## List (1) Minimal Pairs

<u>/u/</u>	<u>/uw/</u>
pull	pool
full	fool
could	cooed
should	shooed
stood	stewed

## List (2) - Other Words

<u>Medial</u>
bull
full
pull
<u>wool</u>
book
cook
crook
hook
look
shook
<u>took</u>
could
good
should
<u>wood/would</u>
hoof
roof
<u>woof</u>
broom
<u>room</u>
foot
<u>put</u>
bully
<u>pulley</u>
bulldog
cushion
woolen
woodchuck
football
crooked
woodpecker
Woolworth's

## PART I: 1st Presentation

### Step I: Introduction of Target Sound /u/

Teacher can say:

Can you find the sound that we're looking for today?

It's found in only certain words and not in any other.

It's found in "pull" but not in "pool."

"full" "fool."

"could" "cooed."

"should" "shooed."

"stood" "stewed."

(Remember to use the falling intonation on each word of the pair.)

## Step II: Recognition and Discrimination

### A. Same-Different:

Say the words in pairs: either minimal pairs or the same word taken from either the target column or the contrasting column twice. The children are to indicate by a method you have chosen (e.g., raising two fingers for "same," fist for "different," etc.) whether the pair is the same word repeated twice or a contrasting pair.

Teacher can say:

I'm going to say two words right after each other. If the two words sound exactly the same, hold up two fingers (etc.).

If the two words don't sound exactly the same, hold up your fist (etc.).

e.g.: Teacher:

pull	-	pull
pool	-	pool
full	-	fool
full	-	full

Children:

"same" sign
"same" sign
"diff." sign
"same" sign

(Note: Use words from Step I. Vary the order from time to time; e.g., in giving minimal pairs, don't always give the word with the target sound first. Be sure the same intonation is given on both words.

For accuracy in evaluation: How well the children discriminate will depend on the accuracy of response to the "diff." pairs.)

### B. Identifying word with target sound:

Concentrate on one minimal pair at a time. Repeat the contrasting word a number of times before saying the word with the target sound. Thereafter, intersperse repetition of contrasting word with target sound. The children are to signal when they hear the word with the target sound.

This can be presented as a flash card "stop and go" game. Children can be policemen or traffic lights signaling with a long strip of paper colored red on one end and green on the other. They are to let all words (cars) with contrasting sound "go" and only "stop" the word (car) with the target sound.

e.g.: Teacher can say:

"pool-pull." These two words sound different, don't they? Listen again: "pool-pull." When you hear the word "pool," hold up the green light and let it go. But when you hear the word "pull," hold up the red light. Listen again: "pool-pull." "Pull" is the word you have to stop.

Teacher:

"pool"

"pool"

"pull"

Children:

green light

"

red

After about three successful responses by the majority of the class, model and have the children repeat, "The sound we're looking for is in \_\_\_\_\_ but not in \_\_\_\_\_." Follow above example for the rest of the minimal pairs in Step I. (For smaller group participation, the class can be divided into city blocks with traffic lights at every corner. For other possible games consult "Games for Discrimination and Production" or devise your own games.)

## PART II:

Step I: Production of Isolated Words  
Model minimal pairs; have children repeat.

Step II:

Teacher can say:

I'm going to say a sentence. I'll ask you a question about that sentence and you'll give the answer. Then, you'll repeat the sentence that I give you.

Example:

Teacher:

The boys want to hook the fish.

What do the boys want to do?

Now repeat this sentence after me:

The boys want to hook the fish.

Listen to the next sentence:

The girls want to cook the fish.

What do the girls want to do?

Now repeat this sentence after me:

The girls want to cook the fish.

Sentences to be used:

1. The boys pull the wagon.

What do the boys do?

The boys pull the wagon.

The girls push the wagon.

What do the girls do?

The girls push the wagon.

Children:

Hook the fish.

(repeat)

Cook the fish.

(repeat)

Pull the wagon.

(repeat)

Push the wagon.

(repeat)

2. The boys took the cushion.

What did the boys do?

The boys took the cushion.

Took the cushion.

(repeat)

The girls took the pushcart.

What did the girls do?

The girls took the pushcart.

Took the pushcart.

(repeat)

3. The boys look at the hook.

What do the boys do?

The boys look at the hook.

Look at the hook.

(repeat)

The girls look at the book.

What do the girls do?

The girls look at the book.

Look at the book.

(repeat)

4. The girls took the crooked bulldog.

What did the girls do?

The girls took the crooked bulldog.

The boys took the crooked bullfrog.

What did the boys do?

The boys took the crooked bullfrog.

Took the crooked  
bulldog.

(repeat)

Took the crooked  
bullfrog.

(repeat)

### Step III: Chain Responses

One child makes a statement and asks another a question and that child in turn does the same; this continues until a number of children have participated.

1. I like to look at \_\_\_\_\_. What do you like to look at?

2. I like books about \_\_\_\_\_. What books do you like?

3. My mother (etc.) likes to cook \_\_\_\_\_. What does your mother (etc.) like to cook?

### PART III:

After initial introduction by the teacher, the children should participate in the short dialogues.

1. A: Who took my book?

cushion?

football?

broom?

B: I'm not a crook. Look in the bushes.

A: Who put it there?

B: You put it there.

2. A: Let's play football.  
 B: Let's go fishing and hook some fishes.  
 A: We should play football.  
 B: We should hook some fishes.  
 A: We could play football today.  
 B: And we could hook some fishes tomorrow.  
 A & B: Good idea! (Shaking hands in agreement.)
  
3. A: There's a witch on the broomstick!  
 B: Where? Let me look too.  
 A: Quit pushing me. She's on the roof.  
 B: What's she doing on the roof?  
 A: She just shook the broom and caught a crook.  
 B: A witch on a broomstick caught a crook. She must be a good witch.

#### PART IV: Poetry and Rhyming

Step I: Introduce and practice a poem.

Step II:

- A. Practice rhyming words from list (2) by modeling and having the children repeat.
  - B. Say two or three rhyming words from the list practiced and have the children add words that rhyme. If the children have too much difficulty, proceed to the next step.  
 e.g.: look - shook - crook (hook, book, etc.)  
 would - should - could (good, stood, etc.)  
 bull - full - wool (pull)
- After each child adds a word, say those words again, adding the word the child has contributed and have others pass judgment if all those words rhyme. If those words do rhyme, have the class repeat them after they hear them modeled.
- C. Pronounce four words, one of which does not rhyme. Have the children listen to the words two or three times. When the words are repeated again, have the children indicate which word does not rhyme.  
 This can be done by one of the following methods:
    - 1) Raising hands upon hearing the non-rhyming word.
    - 2) After hearing the words, indicate by holding up the number of fingers indicating the number of the non-rhyming word. This would be made easier if, as each word is pronounced, one finger is held up for the first word, etc.
    - 3) Four children are seated in the front of the room and the

teacher points to or taps each child as she pronounces each word. Someone from the audience points to the child who has the non-rhyming word and he stands up if he agrees. The rest of the class passes judgment. (This activity may be more time-consuming than the others.)

Example of words: (underlined words are non-rhyming)

cook - took - duck - book

hoof - woof - roof - goof

good - should - could - food

pull - cool - full - bull

stood - mood - would - could

D. Practice the same poem again or another poem.

## POEMS

Baa, Baa, Black Sheep  
Baa, baa, black sheep,  
Have you any wool?  
Yes, sir; yes, sir,  
Three bags full.

--Mother Goose

Ding, Dong, Bell  
Ding, dong, bell  
Pussy's in the well  
Who put her in?  
Little Tommy Green.  
Who pulled her out?  
Little Tommy Trout.

--Mother Goose

There Was a Crooked Man  
There was a crooked man,  
And he walked a crooked mile,  
He found a crooked sixpence  
Against a crooked stile.  
He bought a crooked cat,  
Which caught a crooked mouse,  
And they all lived together  
In a little crooked house.

--Mother Goose

Other poems highly recommended:

- 1) "The House," Let's Do Fingerplays, (Marion Grayson), Washington, Robert B. Luce, Inc., 1962.
- 2) "I made you look, I made you look," and
- 3) "Fishy, fishy in the brook," A Rocket in My Pocket, The Rhymes and Chants of Young Americans, (Carl Withers), N.Y., N.Y., Holt, Rinehart & Winston, 1948.
- 4) "There were three little birds in a wood," The Golden Treasury of Poetry, (Louis Untermeyer), N.Y., N.Y., Golden Press, 1959.
- 5) "Inside the Zoo," Eve Merriam, Catch a Little Rhyme, 1st ed., (Eve Merriam), N.Y., N.Y., Atheneum Publishers, 1967.
- 6) "How much wood would a wood-chuck chuck," The American Mother Goose, (Ray Wood), Phil., Pa., J. B. Lippincott, 1940.
- 7) "In the Looking Glass," Louise Binder Scott, Talking Time, 2d ed., (Louise Binder Scott and J. J. Thompson), N.Y., N.Y., Webster Division, McGraw-Hill Book Co., 1966.

# PHONOLOGY LESSON

TARGET: /θ/

## List (1) Minimal Pairs

## List (2) - Other Words

<u>/θ/</u>	<u>/t/</u>	<u>Initial</u>	<u>Final</u>	<u>Medial</u>
thin	tin	thatch	health	healthy
thick	tick	third	wealth	wealthy
thank	tank	thief	north	nothing
threw/ through	true	thousand	south	everything
thorn	torn	threat	birth	something
thought	taught	threaten	earth	bathtub
thigh	tie	thrill	month	bathroom
three	tree	thunder	truth	birthday
		thing	fifth,	earthquake
		thirty	(other nos.)	toothbrush
both	boat	throne	tooth	toothpaste
bath	bat	theater	teeth	arithmetic
booth	boot	throat	wreath	mathematics
fourth	fort	thumb	cloth	toothless
math	mat	thread	washcloth, etc.	
path	pat	thigh	moth	
broth	brought	thermometer	mouth	
		thief	length	
		think	strength	
		thirsty	width	
		Thursday	breath	
		Thanksgiving		

## NOTES:

In modeling words with this target, first let the children watch the way you pronounce the sound; then, let them concentrate purely on listening for the sound. If listening conditions are good, it is advisable that you go to the back of the room to model or have the children close their eyes as you model.

## PART I:

### Step I: Introduction of Target Sound /θ/

Teacher can say:

Can you find the sound we're looking for today?

Sometimes it's at the beginning of a word:

It's in	"thin"	but not in	"tin."
	"thick"		"tick."
	"thank"		"tank."
	"threw"		"true."

It's in "thorn" but not in "torn."  
 "thought" "taught."

Sometimes it's at the end of a word:

It's in "both" but not in "boat."  
 "bath" "bat."  
 "booth" "boot."  
 "fourth" "fort."  
 "math" "mat."  
 "path" "pat."

And sometimes it's in the middle of words like  
 "healthy" and "nothing" and "something."  
 (Use the falling intonation on each word of the pair.)

## Step II: Recognition and Discrimination

### A. Same-Different:

Say the words in pairs: either minimal pairs or the same word taken from either the target column or the contrasting column twice. The children are to indicate by a method you have chosen (e. g., raising two fingers for "same," fist for "different," etc.) whether the pair is the same word repeated twice or a contrasting pair.\*

Teacher can say:

I'm going to say two words right after each other. If the two words sound exactly the same, hold up two fingers (etc.). If the two words don't sound exactly the same, hold up your fist (etc.).

Teacher:

tank - tank  
 thank - thank  
 three - tree

Children:

"same" sign  
 "same" sign  
 "diff." sign

(Note: Use words from Step I. Vary the order from time to time; e. g., in giving minimal pairs, don't always give the word with the target sound first. Be sure the same intonation is given on both words.)

For accuracy in evaluation: How well the children discriminate will depend on the accuracy of response to the "diff." pairs.)

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\* Order of presentation and concentration: Use words with target in initial position first; then, in final position; finally, words with target in both positions.

- B. Identifying word with target sound and production:  
Concentrate on one minimal pair at a time. (\* See footnote on preceding page.) Repeat the contrasting word a number of times before saying word with the target sound. Thereafter, intersperse repetition of contrasting word with target sound. The children are to signal when they hear the word with the target sound.

This can be presented as a flash card "stop and go" game. Children can be policemen or traffic lights signaling with a strip of paper colored red on one end and green on the other. They are to let all words (cars) with contrasting sound "go" and only "stop" the word (car) with the target sound.

e. g. : Teacher can say:

"tank-thank." These two words sound different, don't they? Listen again: "tank-thank." When you hear the word "tank," hold up the green light and let it go. But when you hear the word "thank," hold up the red light. Listen again: "tank-thank." "Thank" is the word you have to stop.

Teacher:

"tank"

"tank"

"thank"

"tank"

Children:

green light

"

red

green

After about three successful responses by the majority of the class, model and have the children repeat, "The sound we're looking for is in \_\_\_\_\_ but not in \_\_\_\_\_. " Follow above example for the rest of the minimal pairs in Step I.

(For smaller group participation, the class can be divided into city blocks with traffic lights at every corner. For other possible games consult "Games for Discrimination and Production" or devise your own games.)

## PART II:

Say the two sentences for the children and have them just listen the first time. Then ask the questions pertaining to them and have the children answer in a phrase (or a sentence, if you prefer). Finally, model the sentences again and have the children repeat each one after you. (It might be helpful to use puppets or drawings on the board of Joe and Moe.)

Teacher:

1. Joe is a healthy boy.  
Moe is a wealthy boy.  
What kind of boy is Joe?  
What kind of boy is Moe?

Children:

A healthy boy.  
A wealthy boy.

2. Joe is in the third grade.  
Moe is in the fourth grade.  
What grade is Joe in? The third grade.  
What grade is Moe in? The fourth grade.
3. Joe lives in the north.  
Moe lives in the south.  
Where does Joe live? In the north.  
Where does Moe live? In the south.
4. Joe says, "Thank you."  
Moe says, "No, thank you."  
What does Joe say? Thank you.  
What does Moe say? No, thank you.
5. Joe found thirty dollars.  
Moe found a thousand dollars.  
What did Joe find? Thirty dollars.  
What did Moe find? A thousand dollars.
6. Joe grabbed the red cloth.  
Moe grabbed the red moth.  
What did Joe grab? The red cloth.  
What did Moe grab? The red moth.
7. Joe has a sore thumb.  
Moe has a sore throat.  
What does Joe have? A sore thumb.  
What does Moe have? A sore throat.
8. Joe sat on a thorn.  
Moe sat on a thumbtack.  
What did Joe sit on? A thorn.  
What did Moe sit on? A thumbtack.
9. Joe swallowed a tooth.  
Moe swallowed a thermometer.  
What did Joe swallow? A tooth.  
What did Moe swallow? A thermometer.

Games:

Children can play "Thimble, Thimble, Who Has the Thimble?" and/or "Simon Says Thumbs Up."

## POEMS

### Three Blind Mice

Three Blind Mice! Three Blind Mice!  
See how they run! See how they run!  
They all ran after the farmer's wife,  
She cut off their tails with a carving knife.  
Did you ever see such a sight in your life  
As three blind mice?

--Mother Goose

### The Birthday Child

Everything's been different  
All the day long,  
Lovely things have happened,  
Nothing has gone wrong.

Nobody has scolded me,  
Everyone has smiled.  
Isn't it delicious  
To be a birthday child?

--Rose Fyleman

Other poems and stories highly recommended:

- 1) "Thick," Louise Binder Scott, and
- 2) "Your Thumb," Louise Binder Scott, and
- 3) "Autumn Walk," Louise Binder Scott, and
- 4) "Thumper," a story by Louise Binder Scott and J. J. Thompson,  
and
- 5) "The Lost Thimble," a story by Louise Binder Scott,  
Talking Time, 2d ed., (Louise Binder Scott and J. J. Thompson),  
N. Y., N. Y., Webster Division, McGraw-Hill Book Co., 1966.
- 6) "Whistle," author unknown, Let's-Read-Together Poems,  
An Anthology of Verse for Choral Reading in Kindergarten and  
Primary Grades, (Helen A. Brown and Harry J. Heltman),  
White Plains, N. Y., Row, Peterson & Co., 1949.

# PHONOLOGY LESSON

TARGET: /t/

## List (1) Minimal Pairs

## List (2) - Other Words

<u>/t/</u>	<u>/d/</u>	<u>Initial</u>	<u>Final</u>	<u>Medial</u>
there/	dare	the	with	another
their		that	soothe	other
these	d's	this	bathe	either
those	doze	them	smooth	neither
then	den		clothe	bother
they	day		teethe	gather
than	Dan			weather
though	dough			southern
				northern
				together
breathe	breed			rhythm
wreathe	read			rather
				mother
lather	ladder			father
breathing	breeding			brother
				clothing
				feather
				tetherball
				leather
				wither
				slither
				bathing suit

## NOTES:

In modeling words with this target, first let the children watch the way you produce the sound; then, let them concentrate purely on listening for the sound. If listening conditions are good, it is advisable that you go to the back of the room to model or have the children close their eyes as you model.

## PART I:

### Step I: Introduction of Target Sound /t/

Teacher can say:

Can you find the sound that we're looking for today?  
It's found in only certain words and not in any other.  
Sometimes it's at the beginning of a word:

It's in "there" but not in "dare."  
"those" "doze."  
"then" "den."  
"they" "day."

It's in "than" but not in "Dan."  
           "though"                   "dough."  
 Sometimes it's at the end of a word:  
       It's in "wreathe" but not in "read."  
               "breathe"               "breed."  
 Sometimes it's in the middle of a word:  
       It's in "lather" but not in "ladder."  
               "breathing"            "breeding."  
 (Use the falling intonation on each word of the pair.)

## Step II: Recognition and Discrimination

### A. Same-Different:

Say the words in pairs: either minimal pairs or the same word taken from either the target column or the contrasting column twice. The children are to indicate by a method you have chosen (e.g., raising two fingers for "same," fist for "diff." etc.) whether the pair is the same word repeated twice or a contrasting pair.\*

Teacher can say:

I'm going to say two words right after each other. If the two words sound exactly the same, hold up two fingers (etc.). If the two words don't sound exactly the same, hold up your fist (etc.).

#### Teacher:

there	-	there
dare	-	dare
doze	-	those
than	-	than

#### Children:

"same" sign
"same" sign
"diff." sign
"same" sign

(Note: Use words from Step I. Vary the order from time to time; e.g., in giving minimal pairs, don't always give the word with the target sound first. Be sure the same intonation is given on both words.)

For accuracy in evaluation: How well the children discriminate will depend on the accuracy of response to the "diff." pairs.)

### B. Identifying word with target sound and production:

Concentrate on one minimal pair at a time.\* Repeat the contrasting word a number of times before saying the word with

---

\* Order of presentation and concentration: Use words with target in initial position first; then, in final position; then, in medial position; finally, words in all different position.

the target sound. Thereafter, intersperse repetition of contrasting word with target sound. The children are to signal when they hear the word with the target sound. This can be presented as a flash card "stop and go" game. The children can be policemen or traffic lights signaling with a strip of paper colored red on one and green on the other end. They are to let all words (cars) with contrasting sound "go" and "stop" only the word (car) with the target sound.  
e. g. : Teacher can say:

"dare-there." These two words sound different, don't they? Listen again: "dare-there." When you hear the word "dare," hold up the green light and let it go. But when you hear the word "there," hold up the red light. Listen again: "dare-there." "There" is the word you have to stop.

Teacher:  
"dare"  
"dare"  
"there"

Children:  
green light  
"  
red

After about three successful responses by the majority of the class, model and have the children repeat, "The sound we're looking for is in \_\_\_\_\_ but not in \_\_\_\_\_." Follow above example for the rest of the minimal pairs in Step 1.

(For smaller group participation, the class can be divided into city blocks with traffic lights at every corner. For other possible games consult "Games for Discrimination and Production" or devise your own games.)

## PART II: Production

### Step I: Use of Determiners with Target Sound

- A. Point to some object or person in the room and, using the noun determiners below, model the phrase and have the children repeat after you.

Determiners:  
this/that  
another  
\*the  
the other

Possible Items:  
pencil  
boy  
girl

(\* Because the choice of the vowel sound in this word, /i/ or /ə/, is determined by the initial sound of the following word, group the items chosen into words that begin with consonants (/tə/ paper, etc.), and those that begin with vowels (/di/ apple). Once it is evident that the children have no difficulty, mix the items together.)

- B. Use the determiners and the same or other items, persons, etc., in question-answer exercises; e.g., "Where's the ruler?" "There's the ruler," etc.

Step II:

Model and have the children repeat; then have groups or individual children, cued by your modeling, speak to each other.

<u>A:</u>	<u>B:</u>
Let's go with your father.	Let's go without my father.
friend.	friend.
brother.	brother.
mother.	mother.
(etc.)	(etc.)

PART III:

Step I:

Go over entire paragraph once. Then model each sentence and have children repeat. Children can take the roles.

Lonesome asked his mother, "Mother, let's play together."

His mother said, "Let's play another day. I've got other things to do."

Lonesome asked his father, "Father, let's play together."

His father said, "Let's play another day. I've got other things to do."

Lonesome asked his brother, "Brother, let's play together."

His brother said, "Don't bother me. I've got other things to do."

Then his friend came to say, "There, there, don't cry. We can play together."

Step II:

Production of words with /d/ in sentences that change in stress: Model each sentence and in modeling the sentence that children are to repeat, stress the underlined word and have children do the same. Work with as many groups of sentences as time and interest allow.

<u>Teacher:</u>	<u>Children:</u>
1. Just listen to this sentence:	
Mother is sweeping.	
Who's sweeping?	Mother.
Repeat this sentence:	
<u>Mother</u> is sweeping.	(repeat)
Just listen to this sentence:	
Father is painting.	

- |                                       |                 |
|---------------------------------------|-----------------|
| Who's painting?                       | Father.         |
| Repeat this sentence:                 |                 |
| <u>Father</u> is painting.            | (repeat)        |
| Just listen to this sentence:         |                 |
| Brother is sleeping.                  |                 |
| Who's sleeping?                       | Brother.        |
| Repeat this sentence:                 |                 |
| <u>Brother</u> is sleeping.           | (repeat)        |
|                                       |                 |
| 2. Just listen to this sentence:      |                 |
| The cowboy has a leather belt.        |                 |
| What does the cowboy have?            | A leather belt. |
| Repeat this sentence after me:        |                 |
| The cowboy has a <u>leather</u> belt. | (repeat)        |
| Listen to this sentence:              |                 |
| The Indian has a feather belt.        |                 |
| What does the Indian have?            | A feather belt. |
| Repeat this sentence after me:        |                 |
| The Indian has a <u>feather</u> belt. | (repeat)        |
|                                       |                 |
| 3. Just listen to this sentence:      |                 |
| Flowers wither.                       |                 |
| What happens to flowers?              | (They) wither.  |
| Repeat this sentence:                 |                 |
| Flowers <u>wither</u> .               | (repeat)        |
| Listen to this sentence:              |                 |
| Snakes slither.                       |                 |
| What do snakes do?                    | (They) slither. |
| Repeat this sentence:                 |                 |
| Snakes <u>slither</u> .               | (repeat)        |

## POEMS

Little Bo-Peep  
 Little Bo-Peep has lost her sheep,  
 And can't tell where to find them;  
 Leave them alone, and they'll come home,  
 Wagging their tails behind them.  
 --Mother Goose

### Five Toes

This little pig went to market;  
This little pig stayed home;  
This little pig had roast beef;  
This little pig had none;  
This little pig cried, "Wee, wee, wee!"  
All the way home.

--Mother Goose

### Song to Five Toes

1. Let us go to the wood, said this pig;
2. What to do there? says that pig;
3. To look for my mother, says this pig;
4. What to do with her? says that pig;
5. Kiss her, kiss her, says this pig.

--author unknown

### Finger Play

Up in the tree (Place one forearm on the other with hands outstretched)  
Is a little bird's nest. (Cup hands)  
Within it two eggs (Place thumb in cupped hands)  
Underneath birdie's breast.  
Crack-cracking the eggs (Make clicking sound with fingernails)  
Both the birdlings come out.  
They soon grow quite big, hop-hop-hopping about.  
The mother bird says: "Look, I'll teach you to fly!"  
So spreading their wings (Stretch two hands with thumbs joined)  
They're off -- singing good-bye.

--Frances E. Jacobs

Sh!

Students:

"Sh!" says mother,  
"Sh!" says father,  
"Running in the hall  
Is a very great bother."

Teacher:

"Mrs. Grumpy Grundy,  
Who lives down below,  
Will come right up  
First thing you know."

Students:

"Sh!" says father,  
"Sh!" says mother.  
"Can't you play a quiet game  
Of some kind or other?"

--James S. Tippet

Other poems highly recommended:

- 1) "Little Talk," Aileen Fisher, Favorite Poems Old and New, (Helen Ferris), N. Y., N. Y., Doubleday & Co., Inc., c. 1957 by Helen Ferris Tibbets.
- 2) "Indian Feathers," J. J. Thompson, Talking Time, 2d ed., (Louise Binder Scott and J. J. Thompson), N. Y., N. Y., Webster Division, McGraw-Hill Book Co., 1966.
- 3) "The Package," Aileen Fisher, and
- 4) "Mice," Rose Fyleman, and
- 5) "My Brother," Dorothy Aldis, The Sound of Poetry, (Mary C. Austin and Queenie B. Mills), Boston, Mass., Allyn & Bacon, Inc., 1963.

PHONOLOGY LESSON

TARGET: /-t, -d/ Past tense finals

VOICELESS CONSONANTS + /-t/ (3 consonant clusters underlined)

<u>/-pt/</u>	<u>/-kt/</u>	<u>/-st/</u>	<u>/-ʃt/</u>	<u>/-çt/</u>	<u>/-ft/</u>
clapped	hiked	guessed	crashed	scratched	coughed
chopped	kicked	dressed	smashed	matched	laughed
dripped	knocked	erased	finished	patched	sniffed
dropped	picked	noticed	splashed	reached	loafed
flopped	licked	passed	washed	watched	<u>surfed</u>
skipped	locked	kissed	wished	itched	
scraped	squeaked	tossed	fished	bewitched	
<u>helped</u>	<u>barked</u>	missed		<u>perched</u>	
<u>stamped</u>	<u>parked</u>	practiced		<u>pitched</u>	
<u>camped</u>	<u>winked</u>	<u>danced</u>		<u>searched</u>	
<u>galloped</u>	<u>blinked</u>	<u>bossed</u>		<u>marched</u>	
stopped	<u>worked</u>	<u>boxed</u>			
wiped	<u>asked</u>	<u>fixed</u>			
roped		<u>mixed</u>			
shopped					

VOICED CONSONANTS + /-d/

<u>/-bd/</u>	<u>/-gd/</u>	<u>/-zd/</u>	<u>/-rd/</u>	<u>/-vd/</u>	<u>/-nd/</u>
grabbed	dragged	closed	cheered	lived	chained
nabbed	begged	excused	poured	moved	cleaned
webbed	bragged	praised	scared	saved	explained
jabbed	wagged	raised	remembered	shaved	grinned
robbed	clogged	refused	peered	received	groaned
sobbed		sneezed	speared	waved	joined
stabbed		teased	steered	believed	lined
<u>disturbed</u>		squeezed	dared	behaved	listened
			shared	dived	ironed
			stared	proved	rained
			purred	served	owned
			stirred	<u>revolved</u>	signed
			cured	<u>served</u>	opened
			snored	<u>starved</u>	<u>burned</u>
			smeared		<u>warned</u>
					<u>turned</u>
					<u>learned</u>

## VOICED CONSONANTS + /-d/ (con.)

### /-ld/

filled  
fooled  
mailed  
peeled  
spoiled  
smelled  
smiled  
curled

### /-md/

blamed  
named  
slammed  
climbed  
combed  
dreamed  
screamed  
farmed

### /-jd/

sponged  
changed  
charged

### NOTES:

1. Practice structure lesson dialogue before introducing this lesson.
2. In the production (pronunciation) exercises whenever possible the past tense verbs are immediately followed by words beginning with vowel sounds to facilitate the pronunciation of the consonant cluster. Do not pause between the past tense verb and the word immediately following. Use phonetic syllabication in normal rapid rate.
3. In the pronunciation of words such as "asked," rather than demanding clear articulation of each of the three consonants in the cluster (which does not often occur in normal rapid colloquial speech), notice whether the children reverse the order of the consonants.

## PART I:

### Step I:

#### A. Introduction of Target Sound: /-t/

Listen for the sound we're adding to each word:

When we add it to "race," we get "raced."  
"wash," "washed."  
"scratch," "scratched."  
"cough," "coughed."  
"slap," "slapped."  
"rip," "ripped."  
"mop," "mopped."  
"pack," "packed."  
"kick," "kicked."  
"peek," "peeked."

(Use falling intonation on both words.)

B. Production of /-t/

Use the words in Step I in random order, asking, "What do we get when we add the sound to \_\_\_\_\_?" and have the children say the word with the added sound. If there is difficulty, determine which word final sound preceding the target seems most difficult and focus on words ending in that consonant. (Use words from list provided.)

e. g. : "What do we get when we add the sound to "pack?"  
... "packed"

Step II:

A. Introduction of Target Sound: /-d/

Listen to the sound we're adding to each word:

When we add it to	"sneeze,"	we get	"sneezed."
	"change,"		"changed."
	"live,"		"lived."
	"clean,"		"cleaned."
	"smell,"		"smelled."
	"climb,"		"climbed."
	"grab,"		"grabbed."
	"nab,"		"nabbed."
	"jab,"		"jabbed."
	"drag,"		"dragged."
	"beg,"		"begged."
	"brag,"		"bragged."

(Use falling intonation on both words.)

B. Production of /-d/

Use the words in Step II in random order, asking, "What do we get when we add the sound to \_\_\_\_\_?" and have the children say the word with the added sound. Determine difficulty and focus on those words.

PART II:

Step I:

Review Part I, Steps IB and IIB, limiting the number of words to those that caused difficulty in previous presentation.

Should the children need practice in recognition and discrimination, present the following exercise:

Same-Addition Exercise:

Say two words. Say the base form of the verb and the same word again or the past tense form of the same verb. The children are to signal when the second word is the word with the added sound (by nodding, etc.).

Use the following pairs or any other that the children need to focus on:

- |                 |                 |
|-----------------|-----------------|
| skip-skipped    | watch-watched   |
| *rob-robbed     | *charge-charged |
| knock-knocked   | wish-wished     |
| *beg-begged     | *cheer-cheered  |
| kiss-kissed     | *smell-smelled  |
| *sneeze-sneezed | *join-joined    |
| cough-coughed   | *blame-blamed   |
| *live-lived     |                 |

(\* Voiced consonant cluster finals.)

Step II: Production (Generalizing use of /-t/ with words ending in voiceless consonants and of /-d/ with words ending in voiced consonants.)

Teacher can say:

I'm going to say a word and I want you to say that word with the added sound that goes with it. For example, if I say "pick," what would you say? ("picked" with /-t/). If I say "slug," what would you say? ("slugged" with /-d/).

Then I'm going to use my word without the added sound in a sentence. You will say the same sentence but you'll use the word with the added sound. For example, if I say, "I pick it up," you'll say, "I picked it up." If I say, "They slug us," you'll say, "They slugged us."

Sentences:

(Pronounce the final consonant of the verb as the initial consonant of the following word since it begins with a vowel.

This helps the students say the words as a unit and leads to natural rhythm.)

- |                            |                      |
|----------------------------|----------------------|
| 1. They talk about it.     | 9. They pinch it.    |
| *2. They beg us.           | *10. They change it. |
| 3. They camp at the beach. | 11. They wash it.    |
| *4. They rob us.           | *12. They scare us.  |
| 5. They dance in the park. | *13. They curl it.   |
| *6. They raise a pig.      | *14. They learn it.  |
| 7. They laugh at us.       | *15. They climb up.  |
| *8. They save us.          |                      |

(\* Voiced consonant cluster finals.)

### PART III: Narratives using /-t/ and /-d/ words:

Narratives A and B can be presented separately if necessary.

Narrative A has primarily 2 voiceless final verbs and Narrative B, primarily 2 voiced final verbs. If the children had indicated in previous exercises that they had less difficulty with the voice-

less finals, you may omit A and concentrate on B.

Read the narrative through first and have the children just listen. Then call on a child to perform the action as you say one sentence at a time; then, have the rest of the class repeat the sentence after they see the action performed.

e. g. : Teacher: Keiki hooked many fishes and dropped them in a bucket.

Child: (performs action)

Rest of children: (repeat the sentence)

(This is done to enable the children to more readily recall the same verbs when asked to describe the action.)

As a way of tying all the elements together, go over the whole narrative line by line for the children. Then ask the children to tell the story in sequence, trying to use the verbs used in the narrative. The questions that follow the narrative may be asked to elicit the past tense forms used in the narrative.

A: I'm going to tell you about Keiki who went to the beach one day. Listen carefully to what happened to him.

Keiki hooked a lot of fishes. He dropped all of them in a bucket. To keep them fresh, he packed ice around the fishes. Then he galloped home because he wanted to surprise his mother. He peeked into the house and marched into the kitchen. He raised his bucket. He noticed it was filled with water. His mother walked into the kitchen.

Keiki sobbed, "Mommy, my fishes are all melted."

His mother laughed and mopped up the floor.

That night she cooked and served him a lovely fish dinner.

Possible questions:

1. What did Keiki do when he went to the beach?
2. What did he do with the fishes? How did he keep them fresh?
3. What did he do after that?
4. What did he do when he got home?
5. What did Keiki's mother do? What did Keiki do?
6. What did his mother do after she listened to Keiki?
7. What did she do that night?

B: I'm going to tell you what a naughty boy named Bud did when he saw a mud puddle. Listen carefully to all the things he did and how he was punished.

Bud dived into the puddle. He smeared the mud all over himself. He bragged about how scary he looked. He bragged to his friends. His mother yelled at him. She chased him around and around. Finally she reached him and grabbed him by his shirt. She dragged him over to the garden hose.

He screamed and begged. He begged and screamed.

But she scraped off the mud and washed him. After he changed all of his clothes, she picked him up and spanked him. And her naughty wet boy sobbed all the way home.

Possible questions:

1. What did Bud do when he saw the puddle?
2. What did he do with the mud?
3. What happened after he did that?
4. What did his mother do when she first saw him?  
Then, what did she do?
5. What did he do?
6. How did she clean him?
7. What did he do after he was cleaned up?
8. What did he do after his mother washed him?

PART IV: /-t/ and /-d/ to be generalized in sentences:

Teacher can say:

We're going to talk about Moe and Joe. I'm going to say what they do; you'll tell me what they did. I'm going to give you a sentence and you'll say the same sentence except that you'll use the word with the added sound to tell me what they did. For example, if I say, "Moe and Joe pick up sticks," you'll say, "Moe and Joe picked up sticks." If I say, "They bang on the door," you'll say, "They banged on the door."

Teacher:

Moe and Joe live in the forest.  
They work hard all day.  
They chop down the trees.  
They climb up the mountain  
and search for food.  
Two pigs raise their heads.  
They peer at Moe and Joe.  
The pigs crash into the  
bushes.  
They squeal and scream.  
Moe and Joe race after them  
and kill them.  
They clean the pigs and  
drag them home.  
They squeeze into the house.  
They burn the wood and  
cook a pig.  
They save the other for  
another day.

Children:

Moe and Joe lived in the forest.  
They worked hard all day.  
They chopped down the trees.  
They climbed up the mountain  
and searched for food.  
Two pigs raised their heads.  
They peered at Moe and Joe.  
The pigs crashed into the  
bushes.  
They squealed and screamed.  
Moe and Joe raced after them  
and killed them.  
They cleaned the pigs and  
dragged them home.  
They squeezed into the house.  
They burned the wood and  
cooked a pig.  
They saved the other for  
another day.

## POEMS

### Sunning

Old Dog lay in the summer sun  
Much too lazy to rise and run.  
He flapped an ear  
At a buzzing fly.  
He winked a half opened  
Sleepy eye.  
He scratched himself  
On an itching spot,  
As he dozed on the porch  
Where the sun was hot.  
He whimpered a bit  
From force of habit  
While he lazily dreamed  
Of chasing a rabbit.  
But Old Dog happily lay in the sun  
Much too lazy to rise and run.

--James S. Tippet

### Other poems highly recommended:

- 1) "Grumpety Groans," Louise Binder Scott, and
- 2) "I saw a fly upon the wall," Louise Binder Scott, Talking Time, 2d ed., (Louise Binder Scott and J. J. Thompson), N. Y., N. Y., Webster Division, McGraw-Hill Book Co., 1966.
- 3) "The Funny Fly," Mabel Watts, V Is For Verses, (Odille Ousley), Boston, Mass., Ginn & Co., 1964.
- 4) "The Little Turtle," Vachel Lindsay, The Sound of Poetry, (Mary C. Austin and Queenie B. Mills), Boston, Mass., Allyn & Bacon, Inc., 1963.
- 5) "Moral Song," John Farrar, Let's-Read-Together Poems, An Anthology of Verse for Choral Reading in Kindergarten and Primary Grades, (Helen A. Brown and Harry J. Heltman), White Plains, N. Y., Row, Peterson & Co., 1949.
- 6) "Over in the Meadow," words by Oliver A. Wadsworth, Music in Our Town, Teachers' Book Two, (James L. Mursell, Gladys Tipton, Beatrice Landeck, Harriet Nordholm, Roy E. Freeburg, Jack M. Watson), Morristown, New Jersan, Silver Burdett Co., 1962.

PHONOLOGY LESSON

TARGET: /-s, -z/ noun plural finals

VOICELESS CONSONANTS + /-s/ (3 consonant clusters underlined)

<u>/-ps/</u>		<u>/-ts/</u>		<u>/-ks/</u>		<u>/-fs/</u>
nap <u>s</u>	bats	termite <u>s</u>	chick <u>s</u>	park <u>s</u>	reef <u>s</u>	
map <u>s</u>	brat <u>s</u>	cent <u>s</u>	stick <u>s</u>	shark <u>s</u>	chief <u>s</u>	
scrap <u>s</u>	cat <u>s</u>	ant <u>s</u>	neck <u>s</u>	mask <u>s</u>	handker-	
strap <u>s</u>	hat <u>s</u>	plant <u>s</u>	crack <u>s</u>	desk <u>s</u>	chief <u>s</u>	
clip <u>s</u>	rat <u>s</u>	heart <u>s</u>	jack <u>s</u>	sink <u>s</u>	giraffe <u>s</u>	
lip <u>s</u>	net <u>s</u>	bel <u>s</u>	track <u>s</u>	fork <u>s</u>		
ship <u>s</u>	pet <u>s</u>	elephant <u>s</u>	block <u>s</u>			
cop <u>s</u>	sheet <u>s</u>	shirt <u>s</u>	clock <u>s</u>			
top <u>s</u>	street <u>s</u>	gift <u>s</u>	rock <u>s</u>			
mop <u>s</u>	goat <u>s</u>	ghost <u>s</u>	week <u>s</u>			
coop <u>s</u>	gate <u>s</u>	fist <u>s</u>	bike <u>s</u>			
hoop <u>s</u>	light <u>s</u>	wrist <u>s</u>	bank <u>s</u>			
loop <u>s</u>	basket <u>s</u>	guest <u>s</u>				
grape <u>s</u>	seat <u>s</u>	waist <u>s</u>				
lamp <u>s</u>	carrot <u>s</u>	test <u>s</u>				
stamp <u>s</u>	market <u>s</u>	tourist <u>s</u>				

VOICED CONSONANTS + /-z/ (3 consonant clusters underlined)

<u>/-bz/</u>	<u>/-dz/</u>	<u>/-gz/</u>	<u>/-vz/</u>	<u>/-mz/</u>	<u>/-lz/</u>
crib <u>s</u>	suid <u>s</u>	fig <u>s</u>	grave <u>s</u>	limb <u>s</u>	hill <u>s</u>
web <u>s</u>	kid <u>s</u>	pig <u>s</u>	sleeve <u>s</u>	name <u>s</u>	pill <u>s</u>
crab <u>s</u>	lid <u>s</u>	twig <u>s</u>	hive <u>s</u>	lamb <u>s</u>	bell <u>s</u>
cab <u>s</u>	bed <u>s</u>	egg <u>s</u>	stove <u>s</u>	dream <u>s</u>	doll <u>s</u>
job <u>s</u>	head <u>s</u>	leg <u>s</u>	olive <u>s</u>	comb <u>s</u>	ball <u>s</u>
knob <u>s</u>	seed <u>s</u>	bag <u>s</u>	wave <u>s</u>	bomb <u>s</u>	pool <u>s</u>
cube <u>s</u>	weed <u>s</u>	flag <u>s</u>	curve <u>s</u>	worm <u>s</u>	rule <u>s</u>
(ice)	toad <u>s</u>	rag <u>s</u>		arm <u>s</u>	animal <u>s</u>
curb <u>s</u>	road <u>s</u>	dog <u>s</u>		farm <u>s</u>	nail <u>s</u>
	braid <u>s</u>	frog <u>s</u>		storm <u>s</u>	snail <u>s</u>
	grade <u>s</u>	log <u>s</u>		germ <u>s</u>	bottle <u>s</u>
	slide <u>s</u>				curl <u>s</u>
	centipede <u>s</u>				girl <u>s</u>
	hand <u>s</u>				
	bird <u>s</u>				
	word <u>s</u>				
	card <u>s</u>				
	guard <u>s</u>				
	yard <u>s</u>				
	lizard <u>s</u>				

## VOICED CONSONANTS + /-z/ (con.)

/-nz/		/-rz/		/-nz/
fins	gowns	ears	stars	kings
pins	towns	years	cars	rings
hens	cranes	chairs	doors	strings
pens	lanes	bears	floors	songs
cans	stains	fairs	stores	
fans	trains	pairs	spiders	
pans	<u>barns</u>	prayers	teachers	
crowns		stairs	helpers	
		jars	monitors	
		stars	dancers	
		cars	slippers	

### NOTES:

1. Practice structure lesson dialogue before introducing this lesson.
2. In the production (pronunciation) exercises whenever possible the noun plurals are immediately followed by words beginning with vowel sounds to facilitate the pronunciation of the consonant cluster. Do not pause between the noun plural and the word immediately following. Use phonetic syllabication in normal rapid rate.
3. In the pronunciation of words such as "masks," or "lists," rather than demanding clear articulation of each of the three consonants in the cluster (which does not often occur in normal rapid colloquial speech), notice whether the children reverse the order of the consonants.

### PART I:

#### Step I:

#### A. Introduction of Target Sound /-s/ with voiceless consonants.

Teacher can say:

Listen for the sound we're adding to each word:

When we add it to "ship," we get "ships."  
 "cat," "cats."  
 "chick," "chicks."  
 "chief," "chiefs."  
 "lamp," "lamps."\*  
 "gift," "gifts."\*  
 "ghost," "ghosts."\*  
 "shark," "sharks."\*  
 "mask," "masks."\*

(Use the falling intonation on both words.)

(\* 3 consonant clusters)

**B. Production:**

Use the words in Step I in random fashion and ask the children to give the word with the added sound. If certain words, especially the three consonant clusters, cause difficulty, review Step I using those words that cause difficulty and others from the list on the previous page.

e. g. : Teacher can say:

"What do we get when we add it to 'ship?'"

Child: "Ships."

**Step II:**

**A. Introduction of Target Sound /-z/ with voiced consonants.**

Teacher can say:

Listen for the sound we're adding to each word:

When we add it to	"crab, "	we get	"crabs. "
	"squid, "		"squids. "
	"pig, "		"pigs. "
	"stove, "		"stoves. "
	"lamb, "		"lambs. "
	"doll, "		"dolls. "
	"bear, "		"bears. "
	"king, "		"kings. "
	"fan, "		"fans. "
	"bird, "		"birds. "*"
	"worm, "		"worms. "*"
	"barn, "		"barns. "*"
	"farm, "		"farms. "*"

(Use the falling intonation on both words.)

(\* 3 consonant clusters)

**B. Production:**

Use the words in Step I in random fashion and ask the children to give the word with the added sound. If certain words, especially the three consonant clusters, cause difficulty, review Step I using those words that cause difficulty and others from the list on the previous page.

e. g. : "What do we get when we add it to 'crab?'"

Child: "Crabs. "

**PART II:**

The following activities are initially conducted on the teacher-pupil (or pupils) basis; then, on the pupil-pupil basis, with Child A being cued by the phrases. (See Note #2.)

1. In this exercise, one person - an older brother, etc. - tells a child to do something and the child gives an excuse for not doing it. Create an appropriate setting.

<u>A:</u>	<u>B:</u>
Get the sheets on the bed.	I can't get the sheets on the bed. I'm busy.
Get the jacks in the box.	I can't get the jacks in the box. I'm busy.
Get the handkerchiefs on the table.	I can't get the handkerchiefs on the table. I'm busy.
Get the grapes in the bowl.	I can't get the grapes in the bowl. I'm busy.
Get the Halloween masks in the closet.	I can't get the Halloween masks in the closet. I'm busy.
*Get the dogs in the car.	I can't get the dogs in the car. I'm busy.
*Get the crabs in the sink.	I can't get the crabs in the sink. I'm busy.
*Get the cards on the desk.	I can't get the cards on the desk. I'm busy.
*Get the eggs in the refrigerator.	I can't get the eggs in the refrigerator. I'm busy.
*Get the olives in the kitchen.	I can't get the olives in the kitchen. I'm busy.
*Get the combs on the dresser.	I can't get the combs on the dresser. I'm busy.
*Get the crayons in the drawer.	I can't get the crayons in the drawer. I'm busy.
*Get the chairs in the garage.	I can't get the chairs in the garage. I'm busy.
*Get the slippers on the floor.	I can't get the slippers on the floor. I'm busy.
(* Contain voiced consonant final nouns.)	

2. In this exercise one child tries to "fool" another. Use appropriate expressions.

<u>A:</u>	<u>B:</u>	<u>A:</u>
You have spots on your shirt.	I don't have spots on my shirt.	Ha! Ha! April Fool!
You have ants in your candy.	I don't have ants in my candy.	
You have rocks in your crayon box.	I don't have rocks in my crayon box.	
You have rats in your desk.	I don't have rats in my desk.	

<p><u>A:</u>          You have ghosts on          your shoulder.          *You have cobwebs in          your hair.          *You have centipedes on          your jacket.          *You have rotten eggs          on your chair.          *You have beehives          under your desk.          *You have worms in          your sandwich.          (* Contains voiced consonant final noun.)</p>	<p><u>B:</u>          I don't have ghosts on          on my shoulder.          I don't have cobwebs in          my hair.          I don't have centipedes on          my jacket.          I don't have rotten eggs on          my chair.          I don't have beehives under          my desk.          You have worms in          your sandwich.</p>	<p><u>A:</u>          Ha! Ha!          April Fool!</p>
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### PART III:

Generalizing rules for adding the /-s/ and /-z/ to voiceless consonant finals and voiced consonant finals respectively: Each time before practicing the particular sentences, give the singular noun to be used in the sentence; children are to give the plural of that noun, add /-s/ or /-z/ appropriately. Then, model that sentence and have the children repeat it except that they will pluralize the particular noun. See Note #2 concerning these sentences.

1. The following is a situation in which one person says he sees a particular object and the other person, perhaps because he has better eyesight or stronger binoculars, says he sees more than one of the same object.

<p><u>Teacher:</u>          I see the ship in the ocean.          boat          hoop          net          stick          shark          handkerchief          whale          turtle          dolphin          crab          squid          log          can          wave</p>	<p><u>Children:</u>          I see the ships in the ocean.          boats          hoops          nets          sticks          sharks          handkerchiefs          whales          turtles          dolphins          crabs          squids          logs          cans          waves</p>
--	--

2. The following is a situation in which one child states what he wants and the other, a greedier child, states he wants more of that same item.

<u>Teacher:</u>	<u>Children:</u>
I want the bike in the store.	I want the bikes in the store.
jeep	jeeps
map	maps
basket	baskets
belt	belts
lollipop	lollipops
cowboy rope	cowboy ropes
diving mask	diving masks
bird	birds
dog	dogs
racing car	racing cars
camp stove	camp stoves
Easter egg	Easter eggs
toy crab	toy crabs

#### PART IV:

Generalizing rules for adding /-s/ and /-z/ to voiceless consonant finals and voiced consonant finals respectively:

(Note: It is more natural to use the indefinite articles; however, because the omission of these articles necessary in pluralizing the nouns would be an added burden to the children, the definite article is used instead.)

##### 1. Skinny - Chubby:

Teacher can say:

We're going to talk about two boys, Skinny and Chubby. I'm going to tell you what Skinny ate and you'll tell me what Chubby ate. For example, if I say, "Skinny ate the apple," you'll say, "Chubby ate the apples." If I say, "Skinny ate the apple and the carrot," you'll say, "Chubby ate the apples and the carrots."

(Note that for each meal, every item is mentioned separately in each sentence and that the last sentence is a summary of the items given in a series.)

Teacher:  
For breakfast Skinny ate the grapefruit.  
Skinny ate the pancake.  
Skinny ate the boiled egg.  
For breakfast Skinny ate the grapefruit, the pancake, and the boiled egg.

Children:  
For breakfast Chubby ate the grapefruits.  
Chubby ate the pancakes.  
Chubby ate the boiled eggs.  
For breakfast Chubby ate the grapefruits, the pancakes, and the boiled eggs.

Teacher:

For lunch Skinny ate the  
pickle.  
Skinny ate the olive.  
Skinny ate the hotdog.  
Skinny ate the hamburger.  
For lunch Skinny ate the  
pickle, the olive, the  
hotdog, and the hamburger.

For dinner Skinny ate the  
pork chop.  
Skinny ate the salad.  
Skinny ate the roast pig.  
For dinner Skinny ate the  
pork chop, the salad, and  
the roast pig.

2. Annie - Janey.

Teacher can say:

We're going to talk about two girls, Annie and Janey. Annie lived on a small farm. Janey lived on a big farm. I'm going to tell you what Annie played with on her farm and you're going to tell what Janey played with on her farm. For example, if I say, "Annie played with the chicken on her farm," you'll say, "Janey played with the chickens on her farm." If I say, "Annie played with the turkey and the chick on her farm," you'll say, "Janey played with the turkeys and the chicks on her farm."

Teacher:

Annie played with the chick on  
her farm.  
Annie played with the dog on  
her farm.  
Annie played with the goat on  
her farm.  
Annie played with the toad on  
her farm.  
Annie played with the owl on  
her farm.  
Annie played with the lamb on  
her farm.  
Annie played with the pigeon  
on her farm.

Children:

For lunch Chubby ate the  
pickles.  
Chubby ate the olives.  
Chubby ate the hotdogs.  
Chubby ate the hamburgers.  
For lunch Chubby ate the  
pickles, the olives, the hot-  
dogs, and the hamburgers.

For dinner Chubby ate the  
pork chops.  
Chubby ate the salads.  
Chubby ate the roast pigs.  
For dinner Chubby ate the pork  
chops, the salads, and the  
roast pigs.

Children:

Janey played with the chicks on  
her farm.  
Janey played with the dogs on  
her farm.  
Janey played with the goats on  
her farm.  
Janey played with the toads on  
her farm.  
Janey played with the owls on  
her farm.  
Janey played with the lambs on  
her farm.  
Janey played with the pigeons on  
her farm.

## POEMS

Poems highly recommended:

- 1) "Holding Hands," Lenore M. Ling, and
- 2) "Houses," Aileen Fisher, The Sound of Poetry, (Mary C. Austin and Queenie B. Mills), Boston, Mass., Allyn & Bacon, Inc., 1963.
- 3) "The old hen sat on turkey eggs," A Rocket in My Pocket, The Rhymes and Chants of Young Americans, (Carl Withers), N.Y., N.Y., Holt, Rinehart & Winston, 1948.
- 4) "Funny Old Scarecrow Dan," Louise Binder Scott, and
- 5) "Whiskers," Louise Binder Scott, Talking Time, 2d ed., (Louise Binder Scott and J. J. Thompson), N.Y., N.Y., Webster Division, McGraw-Hill Book Co., 1966.
- 6) "Under the Ground," Rhoda W. Macmeister, Let's-Read-Together Poems, An Anthology of Verse for Choral Reading in Kindergarten and Primary Grades, (Helen A. Brown and Harry J. Heltman), White Plains, N.Y., Row, Peterson & Co., 1949.
- 7) "Jump or Jiggle," Evelyn Beyer, Another Here and Now Story Book, (Lucy Sprague Mitchell), N.Y., N.Y., E. P. Dutton & Co., Inc., 1937.
- 8) "Shore," Mary Britton Miller, Menagerie, (Mary Britton Miller), N.Y., N.Y., The Macmillan Co., 1928.
- 9) "Curious Something," Winifred Wells, Skippping Along Alone, (Winifred Wells), N.Y., N.Y., The Macmillan Co., 1931.
- 10) "Feet," Aileen Lucia Fisher, Cricket in a Thicket, (Aileen Lucia Fisher), N.Y., N.Y., Charles Scribner's Sons, 1963.

PHONOLOGY LESSON

TARGET: /-s, -z/ 3rd person singular  
finals

VOICELESS CONSONANTS + /-s/ (3 consonant clusters underlined)

<u>/-ps/</u>		<u>/-ts/</u>		<u>/-ks/</u>		<u>/-fs/</u>
drips	steps	fits	beats	kicks	speaks	sniffs
skips	claps	hits	cheats	licks	sneaks	laughs
flips	naps	quits	eats	picks	jokes	coughs
rips	wraps	sits	meets	tricks	pokes	loafs
whips	slaps	spits	writes	checks	blocks	<u>surfs</u>
drops	traps	pats	shoots	packs	bakes	
flops	creeps	chats	<u>plants</u>	quacks	makes	
hops	keeps	gets	<u>hurts</u>	knocks	shakes	
mops	peeps	lets	<u>tests</u>	locks	takes	
shops	sleeps	sets	<u>rests</u>	rocks	<u>works</u>	
stops	sweeps	wets	<u>nest</u> s	socks	<u>honks</u>	
<u>burps</u>	wipes	dots		walks	<u>barks</u>	
<u>chirps</u>	<u>grasps</u>	knots		talks	<u>spanks</u>	
<u>limps</u>	<u>stamps</u>	pots		leaks	<u>drinks</u>	
<u>helps</u>	<u>tramps</u>	spots		peeks	<u>asks</u>	

VOICED CONSONANTS + /-z/ (3 consonant clusters underlined)

<u>/-bz/</u>	<u>/-dz/</u>		<u>/-gz/</u>	<u>/-vz/</u>	<u>/-nz/</u>
grabs	skids	rides	begs	gives	grins
jabs	spreads	hides	clogs	leaves	spins
stabs	adds	slides	hogs	dives	wins
robs	wades	<u>bends</u>	brags	drives	leans
sobs	nods	<u>spends</u>	drags	moves	shines
mobs	bleeds	<u>ends</u>	wags	proves	owns
<u>disturbs</u>	feeds	<u>sends</u>	digs	lives	rains
	leads	<u>finds</u>		shaves	opens
	needs	<u>stands</u>		behaves	sharpens
	reads	<u>pounds</u>		saves	<u>burns</u>
	speeds			waves	<u>learns</u>
				believes	<u>earns</u>
				<u>serves</u>	<u>turns</u>
				<u>carves</u>	<u>warns</u>
				<u>starves</u>	
				<u>revolves</u>	

## VOICED CONSONANTS + /-z/ (con.)

<u>/-mz/</u>	<u>/-lz/</u>	<u>/-rz/</u>	
swims	fills	cheers	wears
trims	drills	hears	blurs
combs	spills	peers	purrs
blooms	tells	spears	stirs
climbs	sells	steers	cures
shames	smells	dares	pours
tames	spells	scares	roars
blames	yells	shares	snores
dreams	feels	stares	waters
seems	steals		
screams	calls		
<u>squirms</u>	falls		
<u>warms</u>			

### NOTES:

1. Practice structure lesson dialogue before introducing this lesson.
2. In the production (pronunciation) exercises whenever possible the 3rd person singular verbs are immediately followed by words beginning with vowel sounds to facilitate the pronunciation of the consonant cluster. Do not pause between the 3rd person singular verb and the word immediately following. Use phonetic syllabication in normal rapid rate.
3. In the pronunciation of words such as "asks," rather than demanding clear articulation of each of the three consonants in the cluster (which does not often occur in normal rapid colloquial speech), notice whether the children reverse the order of the consonants.

### PART I:

#### Step I:

##### A. Introduction of Target Sound: /-s/ and /-z/

Listen for the sounds we're adding to each word:

When we add a sound to

"drop, "	we get	"drops. "
"scrub, "		"scrubs. "
"cut, "		"cuts. "
"read, "		"reads. "
"drink, "		"drinks. "*"
"hug, "		"hugs. "
"laugh, "		"laughs. "
"love, "		"loves. "
"scare, "		"scares. "

When we add a sound to	"fall, "	we get	"falls. "
	"comb, "		"combs. "
	"turn, "		"turns. "*"

(Use the falling intonation on both words.)  
 (\* 3 consonant clusters)

**B. Production:**

Go over above words in random fashion and ask the children to give the word with the added sound. If the children seem to have difficulty, present the words that require voiceless /-s/ final and then present the words that require voiced /-z/ final; and finally mix the two again.

What do we get when we add a sound to "cut?" "cuts"

**Step II:**

If the children had difficulty with Step I, present the "Same-Addition" Exercise as in the past tense and noun plural finals lessons. If there was no difficulty, proceed with the following exercise:

Model with appropriate gestures the sentences below and have the children repeat after you. (Appropriate sentences may be chosen and others added if necessary. If you have pictures of one person carrying on a series of activities, use those with simple sentences describing the everyday activities.)

These are some of the things that Happy does every day:

He wakes up.	/-ks/
He hops out of bed.	/-ps/
He takes a shower.	/-ks/
He combs his hair.	/-mz/
He eats all his breakfast.	/-ts/
He puts on his shoes.	/-ts/
He walks to school.	/-lks/
He sits in class.	/-ts/
 He writes on the blackboard.	 /-ts/
He asks everybody for help.	/-sks/
He paints a picture.	/-nts/
He reads a book.	/-dz/
He runs all the way home.	/-nz/
He jumps into bed.	/-mps/
He thinks about school.	/-nks/
He rolls over in bed.	/-lz/

He drops off to sleep.  
He dreams about fishing.

/-ps/  
/-mz/

After going over the activities above, the teacher can expand the exercise by using pictures, line drawings on the board, objects, persons, or other visual means for the following: Hold up or point to the visuals as cues. Have the children use the following patterns:

1. He dreams about \_\_\_\_\_.  
He dreams about catching \_\_\_\_\_.  
He dreams about buying \_\_\_\_\_.
2. He thinks about \_\_\_\_\_.  
He thinks about going \_\_\_\_\_.
3. He asks about \_\_\_\_\_.

## PART II:

### Step I:

Any one or all three of the following narrations may be used as needed. Your choice will be determined by the selection which gives the children the best opportunity to practice those final consonant clusters that are troublesome. Use the method and instructions given in Part I, Step II.

#### A. Father's Activities:

These are some of the things Father does every day:

He shaves his face.	/-vz/
He digs in the garden.	/-gz/
He waters the yard.	/-rz/
He works on the car.	/-rks/
He reads the newspaper.	/-dz/

These are some of the things Father does sometimes:

He drives us to school.	/-vz/
He tells us to go to bed.	/-lz/
He scolds us.	/-ldz/
He takes us fishing.	/-ks/
He gives us candy.	/-vz/

#### B. Mother's Activities:

These are some of the things Mother does every day:

She cooks our food.	/-ks/
She scrubs our kitchen.	/-bz/
She sweeps and mops our house.	/-ps/
She dusts our furniture.	/-sts/
She shops at the market.	/-ps/

She talks on the telephone.	/-lks/
She drags us to bed.	/-gz/
These are some of the things Mother does sometimes:	
She makes us do our homework.	/-ks/
She sends us to the store.	/-ndz/
She asks us to help her.	/-sks/
She lets us watch TV.	/-ts/
She spansks us.	/-nks/
She takes a nap.	/-ks/

C. Big Brother's Activities:

These are some of the things Big Brother does every day:

He eats a lot of food.	/-ts/
He drinks a lot of milk.	/-nks/
He feeds our dog.	/-dz/
He looks at the comics.	/-ks/
He dumps out the garbage.	/-mps/
He drags us to school.	/-gz/

These are some of the things Big Brother does sometimes:

He climbs up the tree.	/-mz/
He swims in the pool.	/-mz/
He surfs in the bay.	/-rfs/
He treats us to a movie.	/-ts/
He yells at us.	/-lz/
He speeds on his bike.	/-dz/
He snores in his sleep.	/-rz/

After practicing any one of the above, have each child say what his mother or father or brother does every day or sometimes.

Step II:

Teacher can say:

Some little boys like to copy what their older brothers do. I'm going to tell you what Harry's brothers do, and you'll tell me what Harry does. For example, if I say, "They slide," you'll say, "Harry slides." If I say, "They slide on the grass," you'll say, "Harry slides on the grass."

Teacher:

Children:

They leap.  
They leap on the bike.  
They ride.  
They ride on the handlebars.  
They dive.  
They dive into the pool.

Harry leaps.  
Harry leaps on the bike.  
Harry rides.  
Harry rides on the handlebars.  
Harry dives.  
Harry dives into the pool.

They brag.  
They brag around the  
neighborhood.  
They laugh.  
They laugh at the cry baby.

Harry brags.  
Harry brags around the  
neighborhood.  
Harry laughs.  
Harry laughs at the cry baby.

PART III: Generalizing rule for adding /-z/ and /-s/.

(Note: One or both may be presented. Act out if possible.)

A. Teacher can say:

We're going to talk about how a monkey copies what some boys do. I'll tell you what the boys do and you'll tell what the monkey does. For example, if I say, "The boys pound the wall," you'll say, "The monkey pounds the wall." If I say, "The boys jump," you'll say, "The monkey jumps." And if I say, "The boys kick," you'll say, "The monkey kicks." And when I say, "The boys kick and jump," you'll say, "The monkey kicks and jumps."

(Whenever the children have difficulty when the verb is embedded, isolate the subject and verb and have the children add the appropriate sound to the verb before presenting them with the original sentence.)

Teacher:

The boys clap.  
The boys wave.  
The boys clap and wave.  
They peel the bananas.  
They pound the bananas.  
They peel and pound the  
bananas.  
They sit down.  
They turn around.  
They sniff around.  
They shake the bars.

Children:

The monkey claps.  
The monkey waves.  
The monkey claps and waves.  
The monkey peels the bananas.  
The monkey pounds the bananas.  
The monkey peels and pounds  
the bananas.  
The monkey sits down.  
The monkey turns around.  
The monkey sniffs around.  
The monkey shakes the bars.

B. We're going to talk about how a/another monkey copies what some girls do. I'll tell you what the girls do and you'll tell me what the monkey does. For example, if I say, "The girls crawl on the ground," you'll say, "The monkey crawls on the ground." If I say, "The girls hum," you'll say, "The monkey hums." If I say, "The girls whistle," you'll say, "The monkey whistles." And when I say, "The girls hum and whistle," you'll say, "The monkey hums and whistles."

Teacher:

The girls laugh.  
The girls laugh aloud.  
The girls giggle.  
The girls wiggle.  
The girls giggle and wiggle.  
The girls look up.  
The girls point.  
The girls look up and point.  
The girls bend over.  
The girls dig a hole.  
The girls bend over and  
dig a hole.  
The girls hug the bars.

Children:

The monkey laughs.  
The monkey laughs aloud.  
The monkey giggles.  
The monkey wiggles.  
The monkey giggles and wiggles.  
The monkey looks up.  
The monkey points.  
The monkey looks up and points.  
The monkey bends over.  
The monkey digs a hole.  
The monkey bends over and  
digs a hole.  
The monkey hugs the bars.

POEMS

Taking Off

The airplane taxis down the field  
And heads into the breeze  
It lifts its wheels above the ground,  
It skims above the trees,  
It rises high and higher  
Away up toward the sun,  
It's just a speck against the sky  
-- And now it's gone!

--author unknown

Other poems highly recommended:

- 1) "The Goblin," Rose Fyleman, Picture Rhymes From Foreign Lands, (Rose Fyleman), Phil., Pa., J.B. Lippincott Co., 1935.
- 2) "The Airplane," author unknown, V Is For Verses, (Odille Ousley), Boston, Mass., Ginn & Co., 1964.
- 3) "My Shadow," Louise Binder Scott, Talking Time, 2d ed., (Louise Binder Scott and J.J. Thompson), N.Y., N.Y., Webster Division, McGraw-Hill Book Co., 1966.
- 4) "Wind," Aileen Fisher, Runny Days, Sunny Days, (Aileen Fisher), N.Y., N.Y., Abelard-Schuman, Ltd., 1958.
- 5) "Barber's Clippers," Dorothy Baruch, and
- 6) "Cat," Mary Britton Miller, and
- 7) "My Dog," Tom Robinson, and
- 8) "Song for a Child," Helen B. Davis, The Sound of Poetry, (Mary C. Austin and Queenie B. Mills), Boston, Mass., Allyn & Bacon, Inc., 1963.
- 9) "The House Cat," Annette Wynne, and
- 10) "The Rabbit," Edith King, and
- 11) "Naughty Soap Song," Dorothy Aldis, Let's-Read-Together Poems, An Anthology of Verse for Choral Reading in Kindergarten and Primary Grades, (Helen A. Brown and Harry J. Heltman), White Plains, N.Y., Row, Peterson & Co., 1949.
- 12) "My Kitty," Helen Bayley Davis, Music in Our Town, Teacher's Book Two, (James L. Mursell, Gladys Tipton, Beatrice Landeck, Harriet Nordholm, Roy E. Freeburg, Jack M. Watson), Morristown, New Jersey, Silver Burdett Co., 1962.

# PHONOLOGY LESSON

TARGET: /-s, -z/ Noun Possessive  
Final

VOICELESS + /-s/		(3 consonant clusters underlined)			
<u>/-ps/</u>	<u>/-ts/</u>	<u>/-ks/</u>	<u>/-fs/</u>	<u>/-θs/</u>	
sheep's	cat's	ghost's	duck's	giraffe's	moth's
pup's	rat's	priest's	snake's	sheriff's	
grown-	goat's	parent's	bank's	wife's	
up's	rabbit's	president's	chick's	chief's	
<u>shrimp's</u>	pirate's	student's	peacock's	calf's	
	playmate's	elephant's	shark's	wolf's	
	dentist's	sweetheart's	skunk's		
	tourist's				

VOICED + /-z/		(3 consonant clusters underlined)	
<u>/-bz/</u>	<u>/-dz/</u>	<u>/-gz/</u>	<u>/-vz/</u>
crab's	toad's	dog's	dove's
cub's	bird's	bulldog's	relative's
	<u>lizard's</u>	pig's	
	<u>friend's</u>	frog's	
	<u>child's</u>	bug's	
	<u>coward's</u>	ladybug's	
<u>/-nz/</u>	<u>/-mz/</u>	<u>/-lz/</u>	<u>/-rz/</u>
man's	lamb's	seal's	teacher's
postman's	ram's	snail's	painter's
fireman's	ream's	tadpole's	pitcher's
librarian's	mom's	whale's	soldier's
magician's	clam's	principal's	spider's
queen's	worm's	girl's	sister's
hen's			doctor's
kitten's			swimmer's
penguin's			lobster's
pigeon's			
cousin's			

## NOTES:

1. Practice structure lesson dialogue before introducing this lesson.
2. This is a very short lesson primarily because the target sounds themselves have been practiced before. However, if the children require more drill work review Part I using different names and other nouns.

3. In the production (pronunciation) exercises whenever possible the noun possessives are immediately followed by words beginning with vowel sounds to facilitate the pronunciation of the consonant cluster. Use phonetic syllabication in normal rapid rate.
4. Use children's names for practice.

### PART I:

Step I: Introduction of Target: Voiceless Consonant finals + /-s/:

Listen for the sound we're adding to each word:

When we add it to	"Chip, "	we get	"Chip's. "
	"Pat, "		"Pat's. "
	"Dick, "		"Dick's. "
	"Cliff, "		"Cliff's. "
	"grown-up, "		"grown-up's. "
	"student, "		"student's. "
	"chief, "		"chief's. "

Step II: Introduction of Target: Voiced Consonant finals + /-z/:

Listen for another sound we're adding to each word:

When we add it to	"Bob, "	"Bob's. "
	"Fred, "	"Fred's. "
	"Peg, "	"Peg's. "
	"Dave, "	"Dave's. "
	"Jane, "	"Jane's. "
	"Pam, "	"Pam's. "
	"Jill, "	"Jill's. "
	"Ginger, "	"Ginger's. "
	"mom, "	"mom's. "
	"girl, "	"girl's. "
	"teacher, "	"teacher's. "
	"librarian, "	"librarian's. "

Step III: Recognition and Discrimination

Use cutouts or line drawings to indicate persons and an object (like an eraser, or others that will elicit words that begin with vowel sounds) that belong to that person. Point to the picture of a person and give his name; then, point to the object and use the possessive form of that name.

(Voiceless consonant finals + /-s/)

This is Chip. This is Chip's. (eraser or another object)

This is Pat. This is Pat's.

This is Dick. This is Dick's.

This is Cliff. This is Cliff's.

This is the grown-up. This is the grown-up's.

This is the student. This is the student's.

This is the chief. This is the chief's.

(Voiced consonant finals + /-z/)

This is Bob. This is Bob's. (eraser or another object)

This is Fred. This is Fred's.

This is Peg. This is Peg's.

This is Dave. This is Dave's.

This is Jane. This is Jane's.

This is Pam. This is Pam's.

This is Jill. This is Jill's.

This is Ginger. This is Ginger's.

1. First have the children just listen as the sentences are modeled and the appropriate associations are made.
2. Next say each pair of words a number of times in random order and have the children indicate whether a name is being said or an object belonging to that person.

e. g. :	<u>Teacher:</u>	<u>Children:</u>
	Bob.	(Indicate person)
	Bob.	" "
	Bob's.	(Indicate object)

### Step III:

- A. Model pairs of sentences in Step II saying the object and have children repeat. (See Note #3.)

e. g. : "This is Chip. This is Chip's eraser."

- B. Next say only the sentence using the name. Have the children say the sentence using the possessive form and the name of the object.

e. g. :	<u>Teacher:</u>	<u>Children:</u>
	This is Chip.	This is Chip's eraser.

## PART II:

Initially, model and have the children repeat, then cue the children and have children take parts. (See Note #3.)

- A:
1. I'm looking for  
my friend's umbrella.  
sister's  
cousin's  
mom's
  2. Why is the  
policeman's eyes red?  
postman's  
teacher's  
principal's  
fire chief's
  3. Where's the  
principal's office?  
doctor's  
president's  
dentist's  
aide's  
magician's  
priest's
  4. What are you doing with your  
friend's aquarium?  
cousin's ant farm?  
brother's elephant?  
sister's  
uncle's

- B:
- Here's your  
friend's umbrella.  
sister's  
cousin's  
mom's
- I threw mud in the  
policeman's eyes.  
postman's  
teacher's  
principal's  
fire chief's
- There's the  
principal's office.  
doctor's  
president's  
dentist's  
aide's  
magician's  
priest's
- I'm taking care of my  
friend's aquarium.  
cousin's ant farm.  
brother's elephant.  
sister's  
uncle's

Poems highly recommended:

- 1) "Tommy's Five Senses," Louise Binder Scott, Talking Time, 2d. ed., (Louise Binder Scott and J. J. Thompson), N. Y., N. Y., Webster Division, McGraw-Hill Book Co., 1966.  
(Change the person's name in the poem.)
- 2) "These are Mother's Knives and Forks," The Rooster Crows, A Book of American Rhymes and Jingles, (Maud and Miska Petersham), N. Y., N. Y., The Macmillan Co., 1945.

## V.     STRUCTURE LESSON SECTION

## INTRODUCTION TO STRUCTURE LESSONS

The lessons on structure have been prepared for kindergarten, first, second, and third grade classes. There are thirteen steps into which each set of lessons has been divided. But the number of lessons for each step in the sequence varies for each grade level. Each set of lessons is similar in that each follows the same sequence in introducing the grammatical targets. Each set, however, differs in the specific targets introduced. The reason for the difference in specific targets is to accommodate the difference in levels and in curriculum content.

The lessons presented here are in the form used and accepted by the project teachers of Keaukaha School, Hilo, Hawaii. The revisions were made based on their evaluations of the lessons for two years. However, the revisions of the kindergarten lessons were based on one year's evaluation.

### Sequencing

The choice as to what grammatical structures should be taught in these lessons was determined by the contrasts between standard English and Hawaii Islands Dialect. The contrasts were obtained from the contrastive analysis done by the University of Hawaii and by some of the staff members.

Rather than introduce all the targets to be taught at random, they were sequenced so that only a few targets are introduced at a time. It was felt that this would make the learning task a little easier for the children. There was no linguistic base for sequencing.

The project teachers determined the sequencing of the targets. Their judgment was based on their feelings about what structures the children had an immediate need for and the degree of ease with which the children would be able to handle the targets.

### Lesson content

The selection of content materials was made through suggestions by the teacher as to what kinds of activities the class would be carrying out through the year. Some of the information was also based on material derived from the science and social studies curriculum guides of the Department of Education, State of Hawaii.

Every effort was made to use language patterns which would be common to natural speech and which would fill the immediate needs of the children. However, because the structures are introduced in small doses to make learning more manageable and because other target structures that would make the language pattern more natural have not yet been introduced, there may be occasions when the teacher might feel that certain constructions are unnatural and stilted.

Each specific target word was selected either because it was useful for the pupil at that particular grade level, because it was needed to expand a language pattern and to make practice meaningful, or because it was a content word from a curriculum area for that specific grade level.

### Goal

The specific goal of the structure lessons is the growing ability of the children to use the particular syntactical constructions and/or to make the appropriate morphophonemic changes, etc., that are listed as targets per lesson.

### Grammatical notes

Grammatical explanations to the students should be kept to a minimum since they would not give the students a command of the language itself. If it is absolutely necessary to resort to explanations, the teacher should give these explanations after the class has gone through the dialogue and exercises many times. Often after the students have been exposed to the language patterns in various situations, the necessity for explanations is eliminated as the students acquire a "feel" of the language.

Because of time limitations, it was not possible to include all the specific targets. For example, all the irregular past tense verb forms and all the mass nouns have not been introduced. The same reason holds for the exclusion of some high-frequency words for a particular grade level.

A verb with a preposition, or a two-word verb, was not introduced as a new verb if the preposition was previously introduced as a target.

Mass nouns appear as targets with the exception of those used idiomatically. Examples of the latter are expressions such as "at lunch, on T.V., at school."

Prepositions are small but important words. The teacher must be well-acquainted with the various meanings and uses of prepositions in order to avoid confusion.

In these lessons the noun "fish" was treated as having a regular noun plural ending.

There were times when specific targets were used prior to their introduction as targets. The reason for this was to make the language sound as natural as possible.

### Teacher role

There's a point that can't be stressed enough and it has to do with the importance of the teacher. Mary Finocchiaro addresses herself to teachers on this point. She says:

You, the teacher, are more important than any method or material. It is what you do with any method or with any piece of material which will determine its effectiveness in helping your students learn.<sup>1</sup>

The lesson materials provided the teacher are really sample lesson plans. The teacher can delete, elaborate, and expand the materials to suit the individual needs of the class. The only limitation placed on the teacher is that she pay close attention to the sequence of grammatical targets. She must be thoroughly familiar with the targets that were introduced in the preceding lessons and those that are to be introduced in the following lessons. The teacher can make changes in the dialogues and exercises to suit her needs. If the subject of the dialogue is unfamiliar to the children, the teacher will need to have a preliminary session to introduce and elaborate on the subject so that the context of the dialogue will be familiar to the children.

### Format

The following is the format for every lesson in each grade level.

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<sup>1</sup> Mary Finocchiaro, English as a Second Language: From Theory to Practice (New York: Regent Publishing Company Division of Simon & Schuster, Inc., 1964), p. 128.

#### A. Targets

In this section the specific targets for the lesson are listed.

#### B. Notes

Except for technical information about grammatical targets for the edification of the teacher, most of the notes are suggestions to the teacher for the utilization and elaboration of the lessons. There are also suggestions of ways to bring about transfer in which the children are guided to elicit the particular grammatical structures independently. As with all phases of the language lessons, the notes are suggestions and not prescriptions. It is intended that lessons be built from these suggestions based on the needs and purposes of the teacher using the materials.

#### C. Dialogue/Narrative

Each lesson includes a dialogue or narrative in which the grammatical targets are embedded. Sometimes it was only possible to utilize the specific target just once, primarily to keep the language as natural as possible. This was not always possible when certain targets had to be included. It has been assumed that the concepts introduced in these lessons are familiar to the children. There may have been included some concepts unfamiliar to a particular class. A sincere effort was made to keep these to a minimum.

#### D. Exercises

The exercises provide concentrated practice with the targets introduced in the dialogue or narrative. It was not always possible to present the targets in a meaningful context. The teacher uses her discretion in deciding which exercises she will use during the language sessions. She may find it necessary to utilize all the exercises or only a few for each target. Her choice depends on the class she is working with and the difficulties that may arise. As with the dialogue or narrative, the teacher is free to make any changes within the framework of the target sequence. If the teacher finds that she needs more exercises than provided, she can build her own exercises using the patterns provided. She can also go back to the exercises from preceding grades on the same target. The teacher's creativity and imagination can be put to full use when utilizing the exercises so that they do not become purely mechanical drills but provide meaningful practice for the students.

## Utilization of lesson materials

The teacher's attitude about these lessons is very important. The teacher should approach the language sessions with interest and enthusiasm. Her attitude will be conveyed to the children just as it will be if she feels that the lessons are boring and not very challenging. A skillful teacher can make a lesson come alive and convince the children that what she is presenting is worthy of their complete attention. Her efforts will result in greater learning on the part of the children.

As stated in the teacher's guide portion, it is important that the teacher be thoroughly prepared each time she presents a lesson. She must know what the targets for the lesson are, what targets have already been introduced, and what targets are yet to be introduced. Thorough preparation is a necessity and so is flexibility in altering plans to suit the needs of the children and the occasion. Plans can be altered but it is very difficult to carry out something successfully without a plan.

Because the teacher is the model for the class, it is imperative that she be thoroughly familiar with the material that she is going to present. Preparation involves having all the materials needed on hand so that there will be no fumbling nor any unnecessary pauses. The teacher must have thought through all the directions she will be giving so that they are clear-cut and consistent. The teacher must also anticipate the kinds of responses she will get and the possible difficulties that may arise. The language session must move at a rapid pace with very little time for pauses that may distract the class or that may allow boredom to set in.

The teacher must also establish, at the very beginning, concise and specific signals and cues. She has to diligently adhere to them so that the children can respond immediately without lengthy directions and explanations being given each time a response is required. Once a pattern has been established, it becomes easier for the children and the teacher to work with maximum efficiency.

Nelson Brooks<sup>2</sup> says that the teacher must not accept mediocre

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<sup>2</sup> Nelson Brooks, Language and Language Learning, 2nd Ed. (New York: Harcourt, Brace and World, 1964), pp. 148 and 243.

performance in repetition. She must insist that the children imitate the model accurately. This means that the children must use the same rate, intonation, pause, and pitch.

The children must know immediately whether their responses are satisfactory or unsatisfactory. Each teacher will have a different method of conveying the message--facial, verbal, etc., expressions. The important thing is that the children get the message. Then the teacher must be consistent in the method used to get the message across to the children.

#### A. Dialogue/Narrative

##### 1. Steps in handling a dialogue/narrative

- a. The teacher may use whatever visual aids and other means necessary and appropriate to convey the dialogue's meaning to the children. Appropriate pictures, puppets, and pantomiming can be used to introduce the dialogue. The teacher should try to vary the introduction of a dialogue/narrative.

Approach A: If the teacher feels that a preliminary explanation is necessary to clarify the concepts or vocabulary in the dialogue, she can do so before she introduces the dialogue in its entirety. This may consist of an explanation of the new concepts or relating previously learned concepts and recalling them. Then the teacher goes through the entire dialogue at a normal, rapid rate and with the appropriate stress and intonation.

Approach B: The teacher can go into the dialogue without explanations, interrupting whenever necessary with explanations of the concepts and the vocabulary. She can elaborate on the dialogue, use synonyms, and paraphrase certain portions of the dialogue as she goes along. Then she repeats the dialogue all the way through without any interruptions the second time, using normal, rapid rate of speech and appropriate stress and intonation.

- b. The teacher, after using "Approach A" or "Approach B", repeats the dialogue again without any interruption. As a variation, the children can be asked to keep their eyes closed as they listen. This helps them to concentrate and also helps to eliminate a lot of distractions. The impor-

tant point here is that the class is being familiarized with the meaning, the patterns, and the sounds of the language. Note: Whenever the teacher repeats the dialogue, she must keep the stress and intonation pattern constant until that pattern has been learned. Then variations can be introduced. For example, the stress on a word may change with the change in emphasis conveyed.

- c. The children can be asked to answer questions about the dialogue. This provides a check on comprehension and also serves as a means of practicing the patterns introduced. To prevent negative reinforcement, the teacher should provide the right response immediately if no response is forthcoming or when the wrong response is given.
- d. The teacher models the dialogue line by line and the class repeats each line after the teacher. This procedure can be repeated several times.
- e. The teacher divides the class into groups to take different roles. She must set up definite signals to identify whose turn it is to speak. The teacher models each line for each group before the group speaks a line.
- f. Individual pupils can be asked to take the different roles.
- g. The teacher should alternate between individual repetition and choral repetition. This not only helps to sustain interest but also helps the teacher check on the progress of individual children.
- h. The teacher should remember to treat the dialogues as a conversation between persons rather than a series of lines spoken.

## 2. Follow-through

Whenever a dialogue/narrative is reintroduced at another time, the teacher must refresh the children's memory by some sort of review. It should not be taken for granted that the children will remember the details.

The teacher is free to expand the dialogue once she feels that the children have a good mastery of the structures. More lines or characters can be added and the vocabulary changed. In expanding and adapting, however, the teacher has to always keep in mind the immediate targets, the previous targets, and those that have not yet been introduced. Any alterations within these limits is not only permissible but recommended.

## B. Exercises

Mary Finocchiaro states that:

Many repetitions are needed to develop habits. Learning any skill takes place in proportion to practice in that skill.<sup>3</sup>

The exercises serve this purpose. But the teacher must bear in mind Sibayan's admonition that repeating should be done in spaced periods and in different situations.<sup>4</sup> The children should be encouraged to practice the patterns in various situations.

Before proceeding with any of the exercises, the teacher and the child must have a clear understanding as to what the procedure is for each exercise. The teacher should provide enough examples of how the cues are utilized before the children are asked to respond to the cues. Any shift from one exercise to another must be clear-cut and the directions precise so that the children will not be confused.

The teacher must move through the exercises smoothly and at a fast pace in order to keep up the children's interest and attention. Moving at a fast pace also prevents the necessity of repeating directions because the children's attention has not been permitted to lag. It also makes it easier for the children to adhere more closely to natural rhythm and intonation patterns.

In choosing the exercises to be practiced during a particular language session, the teacher should select with care, especially

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<sup>3</sup> Finocchiaro, op. cit. (Referring to pp. 33-4).

<sup>4</sup> Bonifacio P. Sibayan, "Repetition in Language Learning," Teaching English as a Second Language, H.R. Allen, editor (New York: McGraw-Hill, Inc., 1965), pp. 308-13.

when a progression exercise is called for. The progression must be adhered to. As an example, in the exercises for the expletive "There" there are separate exercises for "There is" and "There are." Then there is an exercise combining the two where the children must make a choice between the two.

The exercises presented here are stripped of any embellishments. The teacher must provide the proper context and situations to make them meaningful for a particular class. The teacher has more freedom of choice with the exercises than she has with the dialogue or narrative.

Because young children are enthusiastic and eager to please the teacher, the teacher has an advantage. By making certain that the exercises are more than repeating after the model, the teacher can capitalize on the children's enthusiasm and eagerness to please the teacher.

There are several types of exercises included in the lessons.

1. Repetition of model

The teacher models the utterance and the children repeat it exactly as said. Caution: If used excessively, it can lead to meaningless parroting.

2. Substitution of words or phrases

In a substitution exercise, the children use another word or phrase (usually of the same class) in place of a word or phrase in the modeled utterance.

Example: Teacher: He jumped from the porch.  
Children: He jumped from the porch.  
Teacher: fell (pause) He fell from the porch.  
Children: He fell from the porch.  
Teacher: leaped  
Children: He leaped from the porch.

A variation of this exercise would be the multiple slot substitution. Here the slot where the substitution takes place changes each time or from time to time. When this happens, the teacher must show the children where the

substitution is taking place by modeling the previous pattern, the new word or phrase to be substituted, and the resultant pattern with the substitution made. The lack of correct models may be a source of confusion.

Example: Teacher: The apple fell on the ground.  
(pause) boy

Children: (Two possible replies)  
The boy fell on the ground.  
The apple fell on the boy.

To prevent this, the teacher provides adequate models.

Example: Teacher: The apple fell on the ground.  
(pause) boy (pause) The apple  
fell on the boy.

Children: The apple fell on the boy.

Teacher: car

Children: The apple fell on the car.

Teacher: coconut (pause) The coconut fell  
on the car.

Children: The coconut fell on the car.

Teacher: branch

Children: The branch fell on the car.

In a substitution type of exercise, the substitution may require other parts of the pattern to be changed. The teacher and the class must be aware of these necessary changes.

Example: Teacher: She lost her dog.

Children: She lost her dog.

Teacher: He (pause) He lost his dog.

Children: He lost his dog.

Teacher: They

Children: They lost their dog.

### 3. Transformation or conversion

This kind of exercise has the children carry out transformations such as changing a statement to a question, an affirmative statement to a negative statement, a singular noun to a plural noun, or present tense to the past.

Example: Teacher: The boy is fighting. (She then asks a child to change this to a question or

an "asking" sentence.)  
Child: Is the boy fighting?

It is not necessary to use words like negative, past tense, etc., to explain the desired response.

#### 4. Directed practice:

This type of exercise requires that a child ask another child a question. The second child has to give an answer. Initially, by way of directing the children, the teacher can go through the following steps:

Step I: Teacher tells Child A: "A, ask B 'Do you want to ride with me?'"

Child A says: "B, do you want to ride with me?"

Teacher says to B: "Now you answer by saying 'Yes, I do.' or 'No, I don't.'"

Child B says: "Yes, I do."

Step II: Teacher says, "A, ask B again if he wants to ride with you."

Child A: "B, do you want to ride with me?"

Teacher says to B: "B, answer A."

Child B: "Yes, I do."

(If the child is unsure at Step II, the teacher can whisper or model the utterance for him to repeat.)

Step III: Now use the substitution exercise pattern and cue the child for further practice in using the same language structure with different verbs.

#### 5. Expansion

In this type of exercise, the children are cued with the word or phrase to be added to a given sentence.

Example: Teacher: I walked to school.

Child: I walked to school.

Teacher: yesterday (pause) I walked to school yesterday.

Child: I walked to school yesterday.

Teacher: with my brother

Child: I walked to school yesterday with my brother.

## 6. Combination or integration

Here the children are asked to combine two short sentences into one.

Example: Teacher: Sally has a kitten. It's white.  
(pause) Sally's kitten is white.  
Child: Sally's kitten is white.  
Teacher: That hat belongs to Mike. It's red.  
Child: Mike's hat is red.

## 7. Free response

The teacher asks a standard question and the children give varied, free responses. The children may be cued by word, picture, or object.

Example: Teacher: What's in the box?  
Child: There's a frog in the box.

The exercises listed above are often combined in the lessons in a variety of ways. Other variations that seem appropriate and interesting should be used. As the teacher and children become familiar and comfortable with the various kinds of exercises, the teacher should be able to adapt them to particular needs and opportunity.

Drillwork is not an end in itself, but merely a means of intensive, concentrated practice. Only when the drills lead to normal use of language structures in real situations can these be said to have a real value.

## C. Transfer

How successful any language program is is measured by how well the learner can independently manipulate the language patterns acquired in varied situations. As stated by J. Donald Bowen:

. . . the ultimate success of the teaching effort must be judged not on how well students reproduce sentences, but on the skill they show in creating new ones, sentences they have never heard or

used before - or indeed sentences which no one else has ever heard or used before.<sup>5</sup>

The teacher must provide many opportunities throughout the school day in which the children can utilize, in natural situations, the language patterns learned. These situations can involve pupil activities and interests in and out of school. This may sometimes require the teacher to structure the situation just enough so that it necessitates the use of a particular pattern without a model being given. The only cues would be contextual cues. The structuring is also necessary to insure that the student does not need to use a language pattern that is not in his repertoire.

The notes section of each lesson provides the teacher with some suggestions to effect transfer. Many of the suggested activities bear close resemblance to directed practice exercises. The ingenious teacher will find many other ways besides those suggested as much depends on integration with the rest of the school curriculum.

The writers of these materials feel that the transfer stage in an oral language development program is of utmost importance. Loban, Ryan, and Squire summarize the writers' feelings about this phase very well:

Clearly, improvement in language learning, occurs most surely in situations featuring bona fide communication. Pupils must have something to express, a desire to express it, and someone to whom they wish to express it. Only in such circumstances does instruction have any hope of improving pupils' facility in expression.<sup>6</sup>

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<sup>5</sup> J. Donald Bowen, "Applications of Grammatical Analysis to Language Teaching," (Virginia French Allen, editor), (Champaign, Illinois: National Council Teachers of English, 1965).

<sup>6</sup> Walter Loban, Margaret Ryan, and James R. Squire, Teaching Language and Literature (New York: Harcourt, Brace and World, Inc., 1961), p. 9.

## Integration with the rest of the school day

To be most effective, an oral language program should be integrated with the rest of the curriculum areas as much as possible. The alert teacher will take advantage of every opportunity to put into practical use those structures that have been introduced to the children in the language lessons. This reinforces learning and makes it more meaningful.

The children must be helped to understand that standard English is to be used during most of the school day. There must be a clear-cut understanding as to when the use of standard English is appropriate and when the use of dialect is appropriate.

The teacher can contrive situations during the school day which lend themselves well to the practice of current targets. For example, after the present progressive has been introduced, the children can be asked to tell what's happening or what they're doing. When the comparative-superlative forms have been introduced, the children can be asked to compare various things during the arithmetic, science, or social studies periods. There the teacher can take advantage of situations where these structures can be used naturally.

There are many poems and stories that contain the grammatical structures which are treated as targets. These poems and stories can be used by the creative teacher to provide the children with more practice in using the structures being learned. The poems may be used for choral speaking or dramatization. The teacher can use the stories in different ways. Especially effective are those stories that contain repetitive phrases. The stories can be dramatized or read by the teacher with the children repeating those parts that contain the target structures.

Some poems appropriate to a lesson are suggested as extra materials. These and others that a resourceful teacher may be familiar with can be used outside the language periods.

## General notes to the teacher

A. When children have difficulty producing a particular language pattern and the teacher suspects that this may be due to dialect interference, the teacher may resort to the same types of recognition and discrimination exercises utilized in the phonology lessons. Refer to the section "Basic Steps in Teaching Pronunciation."

**Example:** Teacher: We'll go to the store now.  
Children: We go to store now.

**Recognition and discrimination exercises:**

1. The teacher repeats both of the above sentences or one of the sentences twice. The children must indicate whether the two sentences are alike or different.
2. The teacher models the language structure being taught. She tells the children that this is the sentence they are to listen for. She can say that this is the sentence that is used in school. She then models both sentences and the children are to signal whenever she repeats the target sentence.

**B.** Often the teacher may be so involved in listening just for the specific target that she fails to evaluate the child's complete response. Since the teacher is working towards the control of standard English, she must be alert to all the language structures the child uses. By listening carefully, the teacher can prevent negative reinforcement caused by approving inappropriate responses.

If the child's response contains a structure that has not yet been introduced as a target, the teacher can provide the appropriate response without any comment and have the child repeat the response. If the child's response contains a structure that had previously been introduced as a target, the teacher can call the child's attention to the fact. She can encourage the child to recall what had been introduced or provide the appropriate response. At this point the teacher should feel flexible enough to shift back to previously introduced exercises if she feels that the situation warrants it.

**C.** There may be occasions when contractions cause difficulties for the students. When this does occur, the teacher may introduce the full form first and then gradually work towards contracted forms, remembering that the use of the contracted forms is the ultimate goal.

One of the difficulties arising may be the students contracting but still not dropping the word contracted.  
Example: "She's is going."

Another difficulty may be the confusion between the singular contracted form and the plural noun.

Example: Teacher: The boy's sleeping.  
Child: The boys sleeping.

The difficulties mentioned above seem to be stages that the students go through in acquiring a mastery of standard English. There is a growing awareness of a difference between their dialect version and the standard version. But there is still confusion as to exactly where the difference is or where changes belong. The teacher should not feel frustrated nor feel that the children are being obstinate. Patient and consistent efforts will bring about the mastery of the standard version. Here again, recognition and discrimination exercises can be utilized.

- D. The teacher may refer to the sequence chart for that particular grade level to check what targets have been introduced prior to a certain lesson and what targets come after this lesson. The sequence chart can also help the teacher locate where a similar target appears in a preceding grade. She may need this information when she wants to give the students more exercises than what is provided for her grade level or when she needs to do some reviewing with her students.

As stated before, the purpose of these lessons is to help children acquire a command of standard English. As the teacher works with these lessons, it may help her to keep Virginia Allen's definition of "command" in mind:

To command something is not merely to have a vague notion of it, but rather to be able to summon it up at will. The student must be given the ability to summon up the standard dialect whenever he himself wants to use it, in any situation where fluency in that dialect would be to his advantage.<sup>7</sup>

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<sup>7</sup> Virginia F. Allen, "Teaching Standard English as a Second Dialect," Teachers College Record, 68 (February, 1967), p. 358.

## SEQUENCE OF LESSONS FOR KINDERGARTEN

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Grade: Kindergarten			
LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced	Typical Sentences from the Lesson	
	General Target	Specific Target	
Ia	Nominative pronouns Linking verbs	I, we, you, he, she, they am, is, are (contracted), be	You're an old and tired donkey. I'm a baby chick.
Ib	Determiner Nominative pronoun Determiners Lexical item	a/an it the, another have	The first toad and the second toad have a meal.
Ila	Interrogative linking Negative declarative linking Predicate substitutes Prepositions		Is it a top? Yes, it is. I'm like the top. It's not a ball. We see a toy on the table.
Ilb	Prepositions Noun substitute Objective pronoun	on, like for, in mine it	Let's look for it out in the yard. Mine is blue and yellow.
IIC	Objective pronouns Preposition Lexical item	him, her, them, me, you with like	I like playing with you. I see him/her.
IIla	Interrogative present progressive Affirmative declarative present progressive Objective pronoun		Are you listening well? He's building us a playhouse.
IIlb	Infinitive Negative declarative present progressive Preposition	us to	I want to look for a bug. I'm not going down to the pond now to swim.

Grade: Kindergarten				
LESSONS AND THE SEQUENCE OF TARGETS				
Lesson number	New Targets Introduced		Typical Sentences from the Lesson	
	General Target	Specific Target		
IIIb	Lexical item	want to		
IIIc	Prepositions Strengthening the use of the interrogative linking Strengthening the use of the declarative and interrogative present progressives Lexical item	from, around, down      tell	It's running down the hill. The calf's drinking from a tub. It's telling the baby to eat slowly. A bell's around its neck.	
IVa	Irregular past  Regular past Prepositions Interrogative "did-didn't" Predicate substitute "did-didn't" Noun determiner	took, had, saw, were, sat, put, met, gave /-d, -t/ endings through, at     kind of	My father took me. I had a good time. It jumped through a hoop. It listened to the trainer. Did you go to the circus yesterday? No, I didn't. Didn't the lion scare you? What kind of face did the clown have?	
IVb	Declarative "did" (negative and affirmative) Regular past Irregular past Lexical item	    /-əd/ was stay	He didn't like to stay still. And you did catch a mouse. He hated to wash up. I was proud of you.	
IVc	Preposition Irregular past	under made	We wrapped the presents to put under the tree.	

Grade: Kindergarten				
LESSONS AND THE SEQUENCE OF TARGETS				
Lesson number	New Targets Introduced		Typical Sentences from the Lesson	
	General Target	Specific Target		
IVc	Regular noun plurals Noun determiner	/-s, -z, -əz/ endings many	Who made the decorations? We have many boxes under our tree at home.	
Va	Third person singular present tense	/-s, -z, -əz/	She cleans and cooks. She washes and irons.	
Vb	Interrogative "do-does" Predicate substitutes "do-does/don't-doesn't" Lexical item Irregular third person singular verb	ask has	Do you have a pet at home? Does your puppy cry at night? Yes, I do. No, he doesn't. Ask your mother for a blanket. She has an extra bag.	
Vc	Negative declarative "don't-doesn't" Negative interrogative "don't-doesn't"		My dog doesn't like to stay in his house. Doesn't your parakeet try to get out? •	
Vd	Preposition Strengthening the use of "do-does" in the negative interrogative and negative declarative	after	I brush after every meal.	
Vla	Modals: a. May (to ask permission)- interrogative, predicate substitute,		May I bring a friend? Yes, you may. Yes, you may bring someone else.	

Grade: Kindergarten			
LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
VIa	negative and affirmative declarative b. Can - interrogative, predicate substitute, affirmative and negative declarative Noun substitute	much	You may not bring a mongoose to my party. Can you come? Yes, I can. You can't bring a mynah bird to my party. You can bring your friend to my party. It talks too much.
VIb	Modals: a. Will - interrogative, predicate substitute, affirmative declarative b. Shall - interrogative with first person pronouns		Will you ask my mother? Yes, I will. We'll be careful. Shall we play cowboys and Indians?
VIc	Modals: a. Would - interrogative, affirmative predicate substitute, affirmative declarative b. Could - interrogative, affirmative predicate substitute, affirmative declarative		Would you like some cookies to take with you? Yes, I would. That would be nice. Could I keep it in my room instead? Yes, you could. We could play hide and seek. We may not go. We might stay here to help you.

Grade: Kindergarten			
LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
Vic	c. May-might (to express possibility)- affirmative and negative declarative Strengthening the use of the lexical item "stay"		
VId	Modals: a. Should - interrogative, predicate substitute, affirmative and negative declarative b. Must - affirmative and negative declarative Irregular plural Possessive pronoun	children their	Should they listen to their teacher? Yes, they should. No, they shouldn't. We should try to be kind to everyone. We shouldn't forget to say "Please" and "Thank you." We must always be polite. We mustn't be selfish. We mustn't say mean things to other children.
Vie	Modal: Ought to - affirmative declarative Prepositions Objective pronoun Reflexive pronoun	ahead of, over, about, behind, into, by them (referring to inanimate objects) yourself	But you ought to be careful. You ought to watch out for the person ahead of you. You might bump into him. We can share them with the other children. You might hurt yourself.

Grade: Kindergarten				LESSONS AND THE SEQUENCE OF TARGETS	
Lesson number	New Targets Introduced		Typical Sentences from the Lesson		
	General Target	Specific Target			
VIf	Modal: Could - negative predicate substitute, negative declarative Noun determiner Irregular past	a lot of taught	No, I couldn't. I couldn't do a lot of things last year. My brother taught me to catch.		
VIg	Modals: a. Would - negative declarative, negative predicate substitute b. Will - negative declarative(contractd) c. Shall - interrogative with the first person pronouns		He wouldn't listen to anyone. No, I wouldn't. But I won't eat my breakfast. Shall I cook an egg for you?		
VIh	Negative imperative Irregular plural Strengthening the use of the noun determiner "many"	teeth	Don't forget to brush your teeth.		
VIIa	Mass nouns Irregular past Irregular plural Preposition Strengthening the use of modals	flour, bread brought, caught, ate loaves of	I need some flour. She had two loaves of brown bread and one loaf of raisin bread. I just brought in the cows from the pasture. Snip caught some rats.		

Grade: Kindergarten			
LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
VIIa			I ate the bugs in your garden.
VIIb	Noun possessives Mass noun Irregular plural Noun substitute Strengthening the use of the modals "would" and "could"	/-z, -s/ endings fun leaves one	The monkey's tail is very long. I'd collect the giraffe's leaves. We would have fun. And I'd be the one to feed the animals.
VIIc	Noun possessive Lexical item Mass nouns  Irregular past Noun determiner	/-əz/ ending also bubble gum, food, milk, butter, cereal, lettuce, celery, meat found much	He also saw Charles' mother. I'll get another gallon of milk and a pound of butter. I have to buy a lot of food. We don't have much milk left. I found them.
VIIIa	Comparative-superlative suffixes Irregular plural Irregular comparative-superlative Mass noun Noun determiner	-er, -est people  better, best hair each	It's friendlier than a cat. I saw the cutest dog yesterday. Some people like other animals better. The dog is the best pet of all. It had black, curly hair and a short tail. Each person's pet is the best pet to him.
VIIIb	Irregular past Irregular comparative-	sang	So the two frogs sang and sang. I can jump to the farthest log

Grade: Kindergarten			
LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced		Typical Sentences from the Lesson
VIIIb	General Target	Specific Target	
	superlative	farther, farthest	in this pond. Can he jump farther?
IXa	Comparative-superlative with "more-most" Noun determiners Mass noun	any, kinds of candy	It's the most luscious-looking piece of candy. We can see the candy more clearly from the other side. Finding any kind of food is getting to be more dangerous every day. They like all kinds of food.
IXb	Noun substitutes Noun determiners Irregular past Strengthening the use of "more-most"	these, those, ones these, those told	Mother, please buy these apples. These are the most delicious kind. Are they better than the red ones? The teacher told us to get a box.
Xa	Expletive Past progressive Mass noun Noun determiner Reflexive pronoun	it  time lots of myself	It was raining very hard. It's almost time for lunch. Lots of dogs were playing in the garage. I was going to eat a bone all by myself.
Xb	Mass noun Irregular past Strengthening the use of the past progressive	grass heard, ran, hid	I hid in the tall grass. Suddenly I heard a screech. He ran home crying.
XIa	Expletive	there	Are there many animals at the zoo? There are big elephants at the zoo.

Grade: Kindergarten			
LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
XIb	Irregular past Noun determiner Mass noun Strengthening the use of the expletive "there"	went a little cheese	They went to visit her often. There's a little piece in the cupboard. Is there any cheese in the house?
XIIa	Tag questions		Tadpoles are fun to watch, aren't they? These aren't all frog tadpoles, are they?
XIIIa	Irregular plural Complex sentences Irregular past Reflexive pronoun	sheep flew, came himself	I was lonely until you came along. I have to watch the farmer's flock of sheep. Then the pigeon flew away. But he didn't like to play by himself.
XIIIb	Irregular past Mass noun Strengthening the use of complex sentences	fell, hit, thought corn	Something fell and hit him on his head. He thought the other pigs were throwing things at him. I'm glad no one was trying to take my corn.
XIIIc	Mass noun Strengthening the use of the comparatives and superlatives	noise	That's too much noise for me. I'm the most beautiful rooster in the world. My tail feathers are more beautiful than yours.

## LESSON 1a - Kindergarten

- TARGETS: 1. Nominative pronouns: I, we, you, he, she, they  
2. Linking verbs: am, is, are (contracted), be  
3. Determiners: a/an

- NOTES: 1. Use names of children.  
2. A child makes a sound. Another child tells what he/she is: "He's/She's/You're an owl."  
3. Two or more children go up. They decide on an animal. Each child tells about himself: "I'm big and strong. I say, 'Grr-rr'. I'm a lion."  
Then together they say: "We're big and strong. We say, 'Grr-rr'.  
Class, pointing to individuals, can say: "He's/She's/You're a lion."  
4. Teacher holds up a picture and cues: "...apple"  
C: I see an apple.  
5. Have objects in a pillowcase -- things with names beginning with vowel or consonant sounds. Child pulls out an object and identifies: "This is a ball."

### DIALOGUE:

#### Pretending

Pretending is fun. I'm a little gray kitten today. I say "meow."  
You be an animal today, too.

A: I'm a fuzzy brown and white dog.

He's a shaggy black dog.

We run around.

We say "bow-wow-wow."

B: She's a big, proud turkey.

He's a proud turkey also.

They strut around proudly.

They say "gobble, gobble, gobble."

A: You're an old and tired donkey.

You hang your head.

You say "hee-haw."

B: She's a baby chick.

I'm a baby chick.

We're fluffy and yellow.

We scamper around.

We say "peep, peep, peep."

A: You be an animal next and make an animal sound.

## EXERCISES

1. An orange is a fruit.  
apple  
avocado  
apricot
2. A pear is a fruit.  
banana  
pineapple  
lemon  
mango

3. Draw an eraser.  
airplane.  
arrow.  
island.  
onion.  
umbrella.

Now draw a pencil.  
wagon.  
cookie.  
bicycle.  
house.

4. A: We need a pet. (Repeat)      B: I have a dog.  
cat.  
horse.  
pig.  
rabbit.      C: I have an owl.  
eel.  
elephant.  
octopus.  
eagle.

5. You be my partner.  
the captain.  
the leader.  
the mother.  
the teacher.  
the giant.  
the witch.

6. She's tall.  
pretty.  
nice.  
my sister.  
friend.

7. He's strong.  
tall.  
big.  
smart.  
my brother.

8. We're hungry.  
They're angry.  
late.  
tired.  
happy.  
sad.

(Children can pantomime for "We're . . ." When "They're" is used, the class can be divided into two groups facing each other. As they say the sentences, each can point to the other group.)

9. I'm five.  
fine.  
full.  
hungry.  
sleepy.

\* \* \* \* \*

## LESSON Ib - Kindergarten

- TARGETS: 1. Nominative pronoun: it  
2. Determiners: the, another  
3. Lexical item: have

- NOTES: 1. Children make believe they're toads. They can hop to their places and sit and stare.  
2. Pronunciation of "the": Because the choice of the vowel sound in this word, /i/ or /ə/, is determined by whether the word that follows begins with a vowel or a consonant, be sure to group the items chosen into those words that begin with the vowel and those that begin with a consonant. Once the students have gotten the conditioning pattern, use the determiner with words beginning with vowels and with consonants.

Examples:

/ði/: the apple the elephant the orange

/ðə/: the green apple the monkey the bird

3. Teacher holds up an animal picture or an object and tells what it is. Children describe the animal or object using the pronoun "it" for the noun.

T: I have a ball.

A: It's red.

B: It's round.

(etc.)

4. Variation of above. Have the actual object. Child closes his eyes. He feels the object and tells about it, using the

- pronoun because he may not have guessed what it is.
5. Have pictures of two similar things or have actual objects. A child holds up one and says: "Here's a kitten." Then holds up the other and says: "Here's another kitten."

#### DIALOGUE:

##### Two Toads

I see something.  
It's an ugly-looking thing.  
It's brown and bumpy.  
It's a toad.  
I see another toad.  
The second toad is big and fat.  
The first toad and the second toad meet.  
They sit and stare.  
They wait and wait.  
Soon they see a caterpillar.  
Then they see another caterpillar.  
The first toad and the second toad have a meal.  
"We're still hungry," they say.  
So they sit and wait again.

#### EXERCISES:

1. I have a dog. It's fuzzy.  
naughty.  
brown and white.  
always hungry.
2. The kitten's sad. It's wet.  
cold.  
hungry.  
tired.
3. Look, I have a toy. It's new.  
book. "  
sleeping bag. "  
an apron. "  
airplane. "
4. It's a good pet.  
book.  
kite.  
bat.  
glove.  
wagon.

5. They're hungry.

You're sad.

We're happy.

He's lonely.

She's sleepy.

6. Take another ball.

turn.

color.

book.

7.

A:

The apple's tasty.

guava's

cookie's

muffin's

B:

Have another apple.

guava.

cookie.

muffin.

## LESSON IIa - Kindergarten

- TARGETS:
1. Interrogative linking
  2. Negative declarative linking
  3. Predicate substitutes
  4. Prepositions: on, like

- NOTES:
1. Substitute names of children.
  2. Children tell what they are like and what they do:  
"I'm like a rabbit. I hop like a rabbit."
  3. One child holds up something and asks another child:  
A: Is this a pencil?  
B: Yes, it is. or No, it's not.  
Teacher can ask a third child to give a complete answer:  
"It's a pencil." or "It's not a pencil."
  4. Teacher asks a child to give another child directions as to where to place an object. Give a clue:  
CUES: table desk chair  
shelf floor book  
"Please put the pencil on the table."
  5. Use stick puppets of dogs. Give the children the puppets.  
The puppy goes up to each dog and asks:  
"Are you my mother?" / "Am I your little dog?"  
Each dog in turn answers:  
"No, I'm not. / No, you're not.  
You're too little. / You're not spotted. /  
You're not big enough. / You're not black. /  
You're not pretty."  
The last dog can be the puppy's mother and answers:  
"Yes, I am. You're my little lost puppy."
  6. Give a child the name of another child whom he is to find:  
He goes to several children to ask,  
"Are you (Name)?"  
to which the reply would be,  
"No, I'm not." or "Yes, I am."  
Or to ask,  
"Is your name \_\_\_\_\_?"  
to which the reply would be,  
"No, it's not." or "Yes, it is."

## DIALOGUE:

### Part 1 - A Toy

A: We see a toy on the table. It's not a ball. It's not a block.

B: Is it a top?

A: Yes, it is.

B: Is it a green top?

A: Silly. No, it's not. It's blue.

B: I'm like the top. I go round and round.

### Part 2 - A Spider

A: Look! I see an ugly bug on the floor. It's not long. So it's not a centipede.

B: Be careful. Is it a spider?

A: Yes, it is. Is it dangerous?

B: No, it's not.

C: You're right. That spider's like a lizard.

A: Why?

C: They're not dangerous. They're both helpful.

## EXERCISES:

1. I see a lizard on the table.  
desk.  
floor.  
chair.  
book.  
shelf.

- |    |                                       |   |   |
|----|---------------------------------------|---|---|
| 2. | <u>A:</u><br>I see a bug.<br>(Repeat) | <u>B:</u><br>Is it a spider?<br>fly?<br>centipede?<br>beetle?<br>caterpillar? | <u>A:</u><br>Yes, it is (a spider).<br>No, it's not (a spider). |
|----|---------------------------------------|---|---|

3. I'm not a spider.  
centipede.  
ball.  
block.  
top.  
lizard.  
rabbit.  
pencil.

4. A lizard's not dangerous.  
 rabbit's  
 kitten's  
 ball's
5. It's not a spider. It's a crab.  
 beetle. bee.  
 pen. pencil.  
 horse. donkey.
- 6a. You look like my brother.  
 sister.  
 friend.  
 (Name).
- 6b. I'm like a giant. I'm tall.  
 flower. pretty.  
 teacher. smart.  
 policeman. strong.

\* \* \* \* \*

## LESSON Iib - Kindergarten

- TARGETS: 1. Prepositions: for, in  
 2. Noun substitute: mine  
 3. Objective pronoun: it

- NOTES: 1. Substitute names of children.  
 2. Let one child ask another child where something is. The second child answers that the object is "on" or "in" something:  
 A: Where's your ball?  
 B: It's on the table.  
 in box.  
 3. One child asks another child if an object belongs to him. The second child answers.  
 A: Is this your ball?  
 B: Yes, it's mine. or No, it's not mine.  
 (Use stick puppets of the different dogs also.)  
 4. One child tells another to "look for" something:  
 "Let's look for your ball."

## DIALOGUE:

### Part 1 - A Lost Ball

- A: Where's my ball? It isn't in my toy box.  
 B: Is this red ball yours?



A:  
Let's look for your slipper,  
my lunchbox.

B:  
I see it on the porch.  
in the sink.  
kitchen.  
box.  
crib.

5. I have a present for my teacher.  
mother.  
friend.  
brother.  
sister.

6. A:  
Is this red ball yours?  
black dog  
brown slipper  
big lizard

B:  
No, it isn't. Mine is green.  
Yes, it is. It's mine.  
(For negative answer, give  
another color or size.)

7. A:  
My book is new.  
My sweater's red.  
My pencil's short.  
My pet's a turtle.  
My brother's six.  
My dog's big.

B:  
Mine is old.  
blue.  
long.  
a rabbit.  
eight.  
small.

\* \* \* \* \*

## LESSON IIc - Kindergarten

**TARGETS:** 1. Objective pronouns: him, her, them, me, you  
2. Preposition: with  
3. Lexical item: like

**NOTES:** 1. Substitute names of children. (Teacher provide names.)  
2a. One child asks the whereabouts of another child or children. Next child answers using the objective pronouns:  
A: Where's Nancy?  
B: I see her. She's on the slide.  
2b. A child tells who another child is with:  
"Nancy's with Mary."  
3. One child asks another child to do something with him:  
"Run with me." Or the child suggests that they do something with another child or children:  
"Let's play with him/her/them."  
4. Use pictures for Part 2.

5. Teacher can hold up pictures of similar objects with identifying characteristics. Each child tells which object he likes:  
"I like the red ball."

#### DIALOGUE:

##### Part 1 - A New Ball

- A: Where's (Name)?  
B: I see him/her. He's/She's on the slide. (Name) and (Name) are with him/her.  
A: Let's call them. I have a new ball. Watch me throw it.  
B: I know a game. We throw the ball up. Then we catch it. The catcher's the next tosser.  
A: Let's play that game. I like it. (Name), you be the first tosser.

##### Part 2 - A Guessing Game

- A: Are you a boy or a girl?  
B: I'm not a boy/girl. I'm a girl/boy. You're silly. Now I have a question for you. Tell me, is this a rooster or a hen?  
A: That's not a hen. It's a rooster. I like this game. I like playing with you. Is this an apple or an orange?  
B: It's not an orange. It's an apple.  
A: Now you ask me a question.  
B: Are we little? Are we big?  
A: Silly. We're not big. We're little. My daddy and your daddy are big.

#### EXERCISES:

1. Give her/him the bell.  
    them               stick.  
    me                lemon.  
    Sally             pet.  
    (etc.)            pebble.
2. Let's play a game with (Names).  
    her.  
    him.  
    them.
3. Come play with me.  
    eat  
    rest  
    swing  
    slide  
    catch

4. I like playing ball with her.  
swimming him.  
singing them.
5. I play with him every day.  
run her  
them  
it  
(Names)
6. They play with me on Saturday.  
her the slide.  
him the jungle gym.  
(Name) in the park.  
them the yard.  
the room.
7. They have a present for you.  
We net  
I pet  
pencil  
belt
8. They like you.  
We see  
I
9. I like my new kite.  
bicycle.  
baby sister.  
doll.  
teacher.  
wagon.  
pet.

## LESSON IIIa - Kindergarten

- TARGETS:**
1. Interrogative present progressive
  2. Affirmative declarative present progressive
  3. Objective pronoun: us

- NOTES:**
1. Use motions as much as possible.
  2. Ask a child to perform an action. Another child can tell what the first child is doing. Or the second child can guess and ask a question:  
"He's jumping." or "Are you jumping?"
  3. If children have difficulty with the contractions, use the full form until it is mastered.
  4. Have pictures available. Ask children to tell what's happening in each picture. Refer to the teacher's guide portion of the manual on the proper use of pictures.
  5. "What's Missing?" Teacher places five to ten objects in a spot where every child can see the objects clearly. Everyone closes his eyes. The teacher taps a child on his shoulder. That child removes an object and hides it. Then the child calls on another child and asks:  
"(Name), what's missing?"  
The child called on answers: "The button's missing."  
First Child: "You're right. The button's missing." or "You're wrong."  
After calling on three children to guess, the first child gives the right answer and the game is continued.

### DIALOGUE:

#### Part 1 - A Game

- |                                  |                                |
|----------------------------------|--------------------------------|
| Are you listening well?          | (point to ear)                 |
| Are you watching me?             | (point to eye)                 |
| I'm playing a game.              |                                |
| Come and join me.                | (gathering motion)             |
| I'm the teacher.                 | (Substitute "I'm the pupil.")  |
| This is our room.                |                                |
| Play with us.                    |                                |
| You're a boy.                    | (point to boy)                 |
| You're a girl.                   | (point to girl)                |
| I'm a girl.                      | (only girls, pointing to self) |
| I'm a boy.                       | (only boys, pointing to self)  |
| This big book is for us.         |                                |
| This little book is for us, too. | (hold up examples)             |

This is my right hand.  
This is my left hand.  
We're playing a game.  
Are you enjoying it?

#### Part 2 - A Playhouse

The hammer is going "Rap, rap, rap" on the board.  
The saw is saying "Z-zz-z-zz."  
The man is smoothing the rough board.  
A carpenter's working in his shop.  
An old apple box is changing.  
The carpenter's building something.  
He is sawing.  
He's hammering.  
He's rubbing.  
He's building us a playhouse.

#### EXTRA MATERIAL:

A Nonsense Song (To the tune of "Are You Sleeping?")

Are you crying?	Is she laughing?
Are you crying?	Is she laughing?
Little Sue, Little Sue.	Little Sue, Little Sue.
I am sad and crying,	She's already rolling,
I am sad and crying.	She's already rolling.
Boo, hoo, hoo. Boo, hoo, hoo.	Ha, ha, ha. Ha, ha, ha.

Is he playing?	Are they working?
Is he playing?	Are they working?
Little Sue, Little Sue.	Little Sue, Little Sue.
He is sleeping soundly,	They are helping mother,
He is sleeping soundly.	They are helping mother.
Z - z - z.	Sweep, sweep, sweep.
Z - z - z.	Sweep, sweep, sweep.

#### EXERCISES:

- |    |                        |               |
|----|------------------------|---------------|
| 1. | <u>A:</u>              | <u>B:</u>     |
|    | Is he playing with us? | Yes, he is.   |
|    | swimming you?          | No, he isn't. |
|    | going her?             | (etc.)        |
|    | them?                  |               |
| 2. | Is father eating now?  |               |
|    | mother going           |               |
|    | he/she bathing         |               |

Is it leaving now?  
Are they  
we

(Use nouns also.)

3. What is he eating now?  
she doing  
are they  
we

Where's (Name) going now?

4. I'm hammering on a nail.  
He's using an apple box.  
She's working in the shop.  
We're building a playhouse.  
You're standing on the box.  
They're

5. He's watching us work.  
She's play.  
They're paint.  
build the toy house.

6. Is he your brother?  
father?  
friend?  
she mother?  
sister?  
friend?

Are we late?  
you early?  
they right?  
your mother and father late?

\* \* \* \* \*

### LESSON IIIb - Kindergarten

- TARGETS: 1. Infinitive  
2. Negative declarative present progressive  
3. Preposition: to  
4. Lexical item: want to

- NOTES: 1. Substitute names of children.  
2. Children can tell where they're planning to go on Saturday: "I'm going to the farm."  
3. Tell what they're planning to do:  
"I'm going to feed the dog."

4. Change the above two to the negative declarative: "I'm not going to the farm." "I'm not going to feed the dog."
5. While a child is performing an action, another child asks: "What are you doing?" First child answers: "I'm scratching my head."  
Or the second child can ask a third child: "What is (Name) doing?" Third child answers: "He's/She's scratching his/her head."
6. Use live fish in aquarium, insects in jars, etc., and have children describe what it's/they're doing; i. e., describe action using present progressive.
7. Teacher asks each child: "What do you/they want to do tomorrow?"  
Or a child can be asked to be the spokesman for his friends. Ask children to answer in complete sentences: "I/They want to paint tomorrow."

## DIALOGUE:

### Part 1 - A Playmate

A: I'm a little yellow duck.  
I'm not afraid to swim.  
I swim like a fish.  
I'm going down to the  
pond now to swim.  
Are you coming with me?

C: I'm a dog.  
I'm not swimming.  
I'm not going to look for a bug.  
I'm not hungry.  
I want to play.  
I'm looking for a little boy/  
girl to play with.

B: I'm not a duck.  
I'm a little chick.  
I like to eat.  
I want to look for a bug.  
I'm not going down to  
the pond with you.  
I'm going to the garden  
to look for a bug.

D: I'm a little boy/girl.  
I'm looking for a nice little  
pet.  
Please be my pet, little  
dog.  
Here's a ball for us to play  
with.

### Part 2 - A Dime to Spend

A: I have a dime.  
B: What are you going to do with it?  
A: Let's go to the store tomorrow.  
B: What are you going to buy?  
A: Let's look for a toy to buy. I want to get a new toy truck.  
B: I'm going to get my dime.

A: Good. What are you going to buy?

B: I'm not going to buy a toy. I'm going to buy something to eat and give you some.

### EXERCISES:

1. Are you going to the store?  
they zoo?  
we farm?  
Is she/he beach?

(Change to the affirmative declarative: "I'm going to the store.")

2. You're not going to play today.

They're swim

We're run

I'm visit

He's paint

She's help

(Change to: "He isn't/We aren't ...", etc.)

Change to the interrogative form: "Is he going to play today?"

3. A: Are you going to visit your friend today?  
the beach  
(etc.)

B: No. I'm not going anywhere. I have to help my father.

4. We're not swimming today.

We aren't painting

playing

going

taking a nap

5. I want to play with you.

go

ride

sit

swim

dig

\* \* \* \* \*

### LESSON IIIc - Kindergarten

- TARGETS:
1. Prepositions: from, around, down
  2. Strengthening the use of the interrogative linking
  3. Strengthening the use of the declarative and interrogative present progressives
  4. Lexical item: tell

- NOTES: 1. Use pictures for Part 1.  
2. Use motions to dramatize Part 2.  
3. Ask for other sources of sounds, patterned according to sentences in Part 2.  
4. Show pictures of objects and also of action. Ask questions like: "Is the flower red?" or "What's the baby duck doing?"  
5. Have circles of colored paper scattered on the floor. Have the children make a circle around the circles. Let children take turns giving directions to another child. The child called steps in to perform action:  
"(Name), jump from a red circle to a blue circle."  
"(Name), walk around a red circle."  
Variation: Teacher can call another child to tell what the child is doing:  
"He's jumping from a red circle to a blue circle."  
6. Children give directions about walking, etc., around something: "Walk/Run around the room once."

#### DIALOGUE:

##### Part 1 - Watching

- A: What's the baby rabbit doing?  
B: The baby rabbit's eating.  
A: Is the mother rabbit eating, too?  
B: No, it's not. It's telling the baby to eat slowly.  
A: What's the calf doing?  
B: The calf's drinking from a tub.  
A: Is it thirsty?  
B: Yes, it's thirsty.  
A: What are Mother Duck and Baby Duck doing?  
B: They're playing in a pond.  
A: Are they happy?  
B: Yes, they're happy. Mother Duck's watching her baby.  
A: What's the lamb doing?  
B: It's running down the hill. It's running away from its mother.  
A: What's around its neck?  
B: A bell's around its neck.

##### Part 2 - Funny Noises

Tap, Tap, Tap

- 1st Child: Who's knocking on my door?  
2nd Child: It's only a tree branch.

Bzz, Bzz, Bzz

1st Child: What's buzzing out in the yard?

2nd Child: It's just a busy honey bee. It's buzzing around a flower.

Boom, Boom, Boom

1st Child: Where's the noise coming from?

2nd Child: A little boy is beating his drum.

Toot, Toot, Toot

1st Child: What's that sound?

2nd Child: It's coming from that band. The band's marching down the street.

Tick tock, Tick tock

1st Child: Grandfather Clock is singing a song.

2nd Child: He's telling us, "Go to bed. Go to bed."

Zzz, Zzz, Zzz

### EXERCISES:

1. This present's from my uncle.  
pencil's friend.  
ball's aunt.  
toy's father.  
sweater's mother.

2. A: I see a new girl.  
B: Is she from another school?  
Kona?  
Honolulu?  
Waimea?

C: Yes, she is. She's from \_\_\_\_\_.  
No, she's not. She's from \_\_\_\_\_.

3. A:  
Is she going to walk around the house? B: Yes, she is.  
run park? No, she isn't.  
he skip car? Yes, he is.  
farm? No, he isn't.  
building? (etc.)  
schoolyard?  
baseball field?

- 4a. He's walking down the street.  
She's limping down the hill.  
They're skipping  
running  
hopping  
rolling

- 4b. (Change above to negative: "No, he's not walking down the street," etc.)

5. Please tell me a story.  
us riddle.  
joke.
6. Tell your brother to hurry.  
friend run.  
skip.

## LESSON IVa - Kindergarten

- TARGETS:
1. Irregular past: took, had, saw, were, sat, put, met, gave
  2. Regular past: /-d, -t/ endings
  3. Prepositions: through, at
  4. Interrogative "did-didn't"
  5. Predicate substitute "did-didn't"
  6. Noun determiner: kind of

- NOTES:
1. The pronunciations of the regular past tense endings are determined by the following conditions:  
/-əd/ after stems that end in /t d/, e.g., melted -- not a target of this lesson.  
/-t/ after stems that end in /p k ʧ f θ ʃ/, e.g., stopped.  
/-d/ after stems ending in voiced sounds except /-d/, e.g., climbed, played.
  2. Substitute names of children.
  3. Teacher asks children a question and children answer in the past tense:  
T: Did you take the ball out?  
C: I took it out yesterday.  
(Use the other irregular past tenses introduced in this lesson.)  
Use other regular verbs with /-t/, /-d/ endings (stop, pack, miss, wish, watch, laugh, try, fill, play, dream, work, borrow) with "wh-" questions.
  4. Children ask questions beginning with "did-didn't".  
Children give short answers to another child's question:  
"Yes, I did." "No, I didn't."
  5. Teacher asks questions about the lesson. Complete sentences are called for in the responses: "What did the lamb do?" "What did it try to do?"  
"What did the teacher do with the lamb?" etc.
  6. Children can be asked to make believe. They say:  
"I walked through the jungle yesterday. I met a lion. It gave me an apple. I put the apple in my pocket/basket."
  7. Each person tells what he saw on a make-believe trip to the zoo or on a real trip somewhere:  
"I saw a pink elephant."
  8. Call three children at a time to the front of the room. Ask each to perform an action. If they have difficulty deciding what to do, you can whisper a suggestion to each of them. When they are through performing, the class tells what each child did: "Mary waved. / John hopped. / Bill coughed."

9. For extra material use "Good Morning" by Muriel Sipe. Arbuthnot, May Hill, Time for Poetry. Chicago, Illinois: Scott, Foresman and Company, 1952, p. 60.

## DIALOGUE:

### Part 1 - The Circus

- A: Did you go to the circus yesterday?  
B: No, I didn't. Did you go?  
A: Yes, I did. My father took me. I had a good time.  
B: What did you see?  
A: I saw a bear, a clown, and a lion. The bear and the clown were silly.  
B: Didn't the lion scare you?  
A: No, it didn't. It listened to the trainer. It sat up. It jumped through a hoop.  
B: What kind of face did the clown have?  
A: First he had a sad face. Then he put on a happy face.  
B: Did the clown have a floppy hat?  
A: Yes, he did. He also had a funny shirt.  
B: Once I met a clown at the supermarket. He gave me a balloon and a lollipop.

### Part 2 - The Lamb

- A: Did you see the lamb yesterday?  
B: No, I didn't. Who had it?  
A: (Name) did. His uncle gave it to him.  
B: What kind of lamb did he get?  
C: I saw the lamb. It had a black nose and a short tail. It cried and cried. It tried to get out.  
A: The teacher put the lamb out in the yard. We sat on the porch and watched it.  
C: It looked and looked at us.  
B: Didn't it run away?  
C: No, it didn't. We were worried. We gave it a carrot. It nibbled at the carrot.  
A: It stopped crying and (Name) took it home.

## EXERCISES:

1.     A:  
       Did (Name) take the ball?  
       Did he have a good time?  
       Did (Name) see the clown?  
       Did you sit in the front row?  
       Did you put your picture away?  
       Were they at the circus?  
  
       Did he give you a balloon?  
       Did you meet the clown?  
       (In all questions, substitute other names and pronouns.)
2.     (Name)       saw the     lamb     at my house.  
                                   kitten  
       (Pronoun)       puppy  
                                   goat  
                           gave it     a carrot.  
                                   an apple.  
                                   a banana.  
                           took the     lamb     home.  
                                   ball  
                                   box  
                                   toy  
                                   kitten  
       The teacher had a     lamb     at her house.  
                                   rabbit  
                                   mouse  
  
       We were       worried.  
                           hungry.  
                           tired.  
                           thirsty.  
       Everyone sat     quietly.  
                           up.  
                           down.  
                           on the floor.  
                           on the mat.  
                           on the bench.  
                           around the teacher.  
                           around the tree.
3.     A:  
       What kind of face     did he have?  
                           shirt  
                           coat  
                           hat
- B:  
       He had an angry face.  
                           an orange shirt.  
                           a red coat.  
                           a droopy hat.

4.     A:  
What kind of puppy is it?  
              flower  
              pet  
              dress

B:  
It's a police dog.  
         hibiscus.  
         cat.  
         muumuu.

5.     I want to have the same kind of doll.  
                                dress.  
                                toy.  
                                airplane.  
                                baseball glove.

6.     A:  
Where did you see the principal?  
                    meet mailman?  
                    policeman?

B:  
I saw him at school.  
         met the post office.  
                 the police station.  
                                the fire station.

What did you give the dog?  
                    the cat?  
                    your friend?  
                    your mother?

I gave the dog a bone.  
         the cat a fish.  
         my friend a present.  
         my mother a kiss.

Did you take my truck home?  
                    painting  
                    Halloween mask

No, I took my own truck home.  
                                painting  
                                Halloween mask  
  cookie

Where did you put the doll?  
                    airplane?  
                    puzzle?

I put it in the doll corner.  
                    on the shelf.  
                    away.

Didn't you have a red pencil?  
                    black sweater?  
                    sore throat?  
                    toothache?

No, I had a green pencil.  
                    blue sweater.  
                    sore stomach.  
                    headache.

7.     A:  
Why is (Name) crying?  
         he  
         she

B:  
(Name) pushed him.  
         punched her.  
         kicked  
         laughed at  
         grabbed

## LESSON IVb - Kindergarten

- TARGETS: 1. Declarative "did" (negative and affirmative)  
2. Regular past: /-əd/  
3. Irregular past: was  
4. Lexical item: stay

- NOTES: 1. Substitute names of children.  
2. Children can make believe they're Tommy and act out some parts.  
3. Children can tell what they or someone else failed to do: "I didn't eat my dinner."  
4. Tell where someone was yesterday:  
"Mary was in the park yesterday." Have a second child change the sentence given to the interrogative form:  
"Was Mary in the park yesterday?" Third child can answer: "Yes, she was." or "No, she wasn't."  
5. Children make believe they have pets. They order their pets to stay in a certain spot or stay at home:  
"Pluto, stay in your box."

### DIALOGUE:

#### Part 1 - A Naughty Kitten

Little Tommy was a very naughty kitten. He didn't obey his mother. He hated to wash up. He didn't like to stay still. He didn't want to learn anything. His mother scolded him every day. Finally one day, he did promise to be good.

Sister: Mew, Mew. Tommy chased me. He pulled my tail.

Mother: He was naughty yesterday, too. He rolled in my garden. Then he took a long nap in it. I had to punish him.

Tommy: I didn't mean to be bad. I wanted to play with Sister.

Mother: Yes. You promised to be good. And you did catch a mouse. I was proud of you.

Tommy: I was a bad kitten. But I'm trying very hard to be good.

#### Part 2 - Punishment

A: (Name), I didn't see you at the baseball game yesterday. Where were you?

B: I stayed at home with my mother. She didn't let me go.

A: Didn't you want to go?

B: Oh, I wanted to go. My father took my brother.

A: Why didn't he take you?

B: I was naughty. I melted a crayon on the stove.

A: Did your mother spank you?

B: No, she didn't. I was lucky. She just talked to me.

### EXERCISES:

1. The cat was hungry.  
It pretty.  
wet.  
black and white.
2. (Name) was in the house.  
She in the car.  
He with his dog.  
I on the porch.  
It on the steps.
3. (Name) and (Name) were on the porch.  
They on the bed.  
You on the slide.  
We on the floor.  
in the schoolroom.  
at school.  
at the park.  
at home.  
down at the beach.  
with the teacher.
4. (Name) and (Name) were at the park.  
They/We  
He/She was  
You/I  
It
5. We stayed at a hotel yesterday.  
home  
the beach
6. Please stay still.  
in the house.  
in the car.  
in the classroom.  
there.
7. He's staying with his uncle.  
sister.  
grandmother.  
friend.  
teacher.

- 8a. (Substitute names and other pronouns.)  
 He lighted a match.  
 She melted a crayon.  
 He petted the dog.  
 He patted me on the head.  
 The pony trotted in the park.  
 My father needed a new rake.  
 We hated to go to bed early.
- 8b. Variation: Teacher uses a pronoun in her model sentence.  
 Children substitute a noun and vice versa.  
 T: He petted the dog.  
 C: Dick petted the dog.
9. (Name) wanted to go.  
 He stay.  
 (etc.) listen.  
 learn.
10. (Name) didn't want to listen.  
 She play.  
 He learn.  
 They eat.  
 sing.  
 obey.  
 stay at home.
11. We fished in the pond. We're wet!  
 They waded They're  
 landed  
 stayed
12. I kicked the ball.  
 pitched  
 batted  
 bounced  
 pounded
13. I looked for you.  
 called him.  
 searched my dog.  
 hunted my little sister.  
 shouted my little brother.  
 waited

## LESSON IVc - Kindergarten

- TARGETS:
1. Preposition: under
  2. Irregular past: made
  3. Regular noun plurals: /-s, -z, -əz/ endings
  4. Noun determiner: many

- NOTES:
1. Substitute names of children.
  2. The pronunciations of the noun plural endings are determined by the following conditions:  
/-əz/ after stems that end in /s z ʃ ʒ ç j/,  
e.g., glasses, watches;  
/-s/ after stems that end in /p t k f θ/, e.g., hops, hits;  
/-z/ after all other stems, viz. those ending in  
/b d g v ð m n ŋ l r/, vowels, and semivowels,  
e.g., bids, goes.
  3. Children can ask each other whether they had watched a particular TV program or a community event (parade, etc.). Give short answers.
  4. Each child can ask someone: "Did you see my \_\_\_\_\_ anywhere?" Second child answers: "I saw it under the \_\_\_\_\_." Or he can come back with another question: "Did you look under the \_\_\_\_\_?"
  5. Each child can ask another child whether he brought a particular item to school. Second child gives a short answer:  
A: Did you bring a raincoat?  
B: No, I didn't. /Yes, I did.
  6. Teacher tells about having or seeing one thing. Child says he has or sees more than one of that thing, or many:  
T: I have a top.  
C: I have two/many tops.  
(box, dog, watch, dish, pencil, ruler, star, duck, dress, sweater, cat)
  7. Teacher asks each child:  
T: What did you or your mother make yesterday?  
C: I made a mud pie. She made a real cake.
  8. Song: "Did You Ever See a Lassie?"
  9. Use whatever lesson that's appropriate.
  10. Class can play a game. Child leaves the room. Teacher picks another child to hide a safety pin or coin under something. The first child is called back in to guess the hiding place. Children use this pattern:

A: I put a pin under something. Where is it?  
 B: Is it under a chair? (Child gets 3 guesses)  
 A: No, it isn't. / Yes, it is. (If child doesn't  
 guess: "It's under my shoe.")

11. For extra material refer to "Jump or Jiggle" by Evelyn Beyer. Arbuthnot, May Hill, Time for Poetry. Chicago: Scott, Foresman and Co., 1952, p. 88.

## DIALOGUE:

### Part 1 - Christmas

A: Did you see the Christmas tree in our room?  
 B: No, I didn't.  
 A: Come in and look at it.  
 B: Oh, it's pretty. Did the teacher bring the lights?  
 A: Yes, she did.  
 B: Who made the decorations?  
 A: We helped the teacher. We made the bells and snowflakes.  
 B: In our class, we made presents for our parents. We wrapped the presents to put under the tree.  
 A: We have many boxes under our tree at home.  
 B: I like Christmas.

### Part 2 - Halloween

The boys and girls made masks for Halloween. They painted the masks. Some masks looked very scary. Some masks looked funny. Then the boys and girls put the masks on.

Teacher: Ooh! We have many cats and owls in this room.  
 Child: Yes, and I see many witches and bats, too.  
 Witch: Hee, hee. I'm a witch. Where's my broom? Cats, bring me my broom. I want to ride on it.  
 Cats: Where is it?  
 Witch: I put it under a log.  
 Owls: Whoo-oo, Whoo-oo. We're owls. We see your broom. Look under that old log.  
 Witch: Thank you. I'm going to visit many many houses tonight. All you witches, come with me. Bring your cats along.  
 Bats: We're bats. We want to go with you, too  
 Witch: Come along then.

## EXERCISES:

1. We made cookies at school.  
       decorations church.  
       leis home.  
       puppets  
       jack-o-lanterns  
       turkeys  
       stars  
       candles  
       snowflakes  
       Santa Clauses
2. We made Halloween masks last week.  
    They puppets  
       pancakes  
       mud pies  
       sandwiches
- 3a.     A: (every day)                      B: (yesterday)  
       We make our teacher angry.     We made our teacher angry.  
       I            my brother cry.     I            my brother cry.  
                          mother happy.                      mother happy.  
                          friend laugh.                      friend laugh.
- 3b. My father made me wash the dishes.  
       mother                      feed the dog.  
                                  watch the baby.  
                                  wipe the table.  
                                  apologize.
4. We saw some snakes in the picture books.  
       ants  
       ducks  
       parakeets  
       sharks  
       rabbits
5. Dogs and bears growl.  
    Witches and birds fly.  
    Seahorses and fishes swim.  
    Cats and tigers prowl.  
    Horses and zebras gallop.
6. (Can be acted out.)  
    A: A bird is sitting on the fence.  
    B: Another bird is coming to join him.  
    C: Now, two birds are sitting on the fence.  
    (Number in "C" can be changed if more join the first. Can be  
       done either by repeating "B" or by altering "B" to "two (etc.)  
       birds are coming to join him.")

CUES:	goat	chick
	crab	A dove
	bug	An Indian chief
	pup	

7. A: Did Santa Claus bring you many presents last year?  
a doll  
a popgun  
a story book  
many toys

B: Yes, he did.  
No, he didn't.

8. We see many dogs every day.  
draw pictures  
hear airplanes  
play games  
sing songs

9. We have many guavas at home.  
pets  
shells  
bananas  
flowers

10. Let's hide under the house.  
crawl  
sneak  
peek

11.	<u>A:</u>	<u>B:</u>
	Where's the cockroach?	It's under the chair.
	(Repeat question)	desk.
		sink.
		table.
		rug.

12. We saw a	centipede	under a	rock.
	ladybug		leaf.
	snail		board.
	worm		log.
	mantis		bush.

## LESSON Va - Kindergarten

TARGETS: 1. Third person singular present tense: /-s, -z, -əz/

- NOTES: 1. The pronunciations of the 3rd person singular present tense verb endings are dependent on the same conditions as those for the noun plural. Refer to the Notes Section of Lesson IVc.
2. Each child tells what a member of his family does every day: "My sister cooks dinner every day."
  3. Each child tells what different animals do:  
"The dog barks at me."
  4. Each child tells what different workers do every day:  
"A policeman rides in his car."
  5. Children can make up sentences about what their fingers do: "This little finger points at you."  
"This thumb turns a page," etc.
  6. For extra material use "A Goblin Lives in Our House" by Rose Fyleman. Arbuthnot, May Hill, Time for Poetry. Chicago: Scott, Foresman and Co., 1952, p. 132.

### DIALOGUE:

#### Part 1 - My Family

Father works at the wharf.

He loads a truck.

Mother works at home.

She cleans and cooks.

Sister helps mother.

She washes and irons.

Brother helps father.

He weeds the garden.

Baby plays in his playpen.

He hugs his Teddy Bear.

I come to school.

I learn to play with everyone.

#### Part 2 - What They Do

A duck splashes around in a pond.

A mongoose hides in a hole.

A mynah bird chatters all day long.

A lizard waits very quietly for a bug.

A chicken scratches for a worm.

A dog digs a hole.

A lazy cat sleeps on the porch.

A bumblebee buzzes around a boy and chases him away.

After Lesson Va: Teacher can ask these questions after using the poem "Jump or Jiggle": What does a frog do? -- "A frog jumps."  
What does a caterpillar do? -- "A caterpillar humps."  
(worm, bug, rabbit, horse, snake, seagull, mouse, deer, puppy, kitten, lion, boy, girl)

## EXERCISES:

1. My mother helps me.  
my brother.  
sister.  
friend.
2. My cat sleeps in a basket.  
on the porch.  
on my chair.  
with me.  
in the truck.
3. (Name) runs around the park.  
through the yard.  
like a deer.  
in the park.
4. He rides on a motorcycle.  
in the back seat.  
with his father.  
in a car.  
in/on an airplane.
5. My friend watches her dog.  
the airplane in the sky.  
my baby sister.
6. She walks to school every day.  
He rides  
runs  
goes
7. The teacher watches us at recess.  
holds an umbrella.  
swings with us.  
plays with us.  
sits and talks.
8. He works at home.  
She swims at the beach.  
My father walks in the park.  
My friend pets the brown dog.  
A girl hides the basket.  
A boy catches the butterfly.  
bounces the ball.

## LESSON Vb - Kindergarten

- TARGETS: 1. Interrogative "do-does"  
2. Predicate substitutes "do-does/don't-doesn't"  
3. Lexical item: ask  
4. Irregular 3rd person singular verb: has

- NOTES: 1. Substitute names of children.  
2a. One child asks another child if he does or likes something: "(Name), do you swim?"  
2b. One child asks a second child about another child.  
Second child gives a short answer:  
A: Does (Name) know the new game?  
B: Yes, he does. or No, he doesn't.  
3. "Doggie, Doggie, someone took your bone."  
One child sits with back to class. An eraser (bone) is placed on the floor behind him. Teacher points to another child who creeps up to steal the bone. When the child is back in his place, the class chants:  
"Doggie, Doggie, someone took your bone."  
Doggie has three chances. Asks each child in turn:  
"Do you have my bone?"  
Child answers: "Yes, I do. /No, I don't."  
After three wrong guesses, Doggie can ask:  
"Who has my bone?" Child answers: "I do."  
The "thief" is always the next Doggie.  
4. Children can sing "Do You Know the Muffin Man?" and make up their own words.  
5. For extra material: Arbuthnot, May Hill, Time for Poetry. Chicago, Illinois: Scott, Foresman and Company, 1952.  
a) "Cat" by Mary Britton Miller, p. 48.  
b) "What Does the Bee Do?" by Christina Rossetti, p. 4.

### DIALOGUE:

#### Part 1 - A Pet

- A: Do you have a pet at home?  
B: Yes, I do. Do you?  
A: Yes. I have a puppy . . . and my brother has a kitten.  
B: Does your puppy cry at night?  
A: No, he doesn't.  
B: I have a puppy and he does. My father is always scolding him.  
A: Do you know how to keep him quiet?  
B: No, I don't.

A: Well, he misses his mother. So wrap a blanket around a clock. Put it in the box with your puppy. It sounds like his mother. I did that with my puppy. Then my puppy didn't cry at night.

## Part 2 - A Camping Trip

A: Do you want to go camping with us?

B: Yes, I do. Where are you going?

A: We're going to Hapuna. Do you have a sleeping bag?

B: No, I don't. Does your mother have an extra bag for me?

A: Yes, she does. She has an extra bag. Ask your mother for a blanket. Does your father take you camping?

B: No, he doesn't. He works every Saturday.

## EXERCISES:

1.     A:  
       Does your father     work on Sunday?  
           he               go fishing?  
           your mother    drive a car?  
           she             go to Kona often?  
                           like to swim?  
   B:  
   Yes, he does.  
   No, he doesn't.  
   Yes, she does.  
   No, she doesn't.  
   (etc.)
2.     A:  
       Does (Name) like to   swim?  
           the dog           play?  
           she               jump?  
           he                slide?  
   B:  
   Yes, he does.  
   No, she doesn't.  
   Yes, she does.  
   No, he doesn't.
3.     A:  
       Do you                have a pet   at home?  
           they               puppy  
           Robert and Lani   bunny  
                              monkey  
                              duck  
   B:  
   Yes, I/we do.  
   No, they don't.  
   Yes, they do.  
   (etc.)
4.     A:  
       Do you    need a new   pencil?  
           they               desk?  
                              puzzle?  
                              toothbrush?  
                              pet?  
   B:  
   Yes, I/we do.  
   No, they don't.  
   (etc.)
5.     Do Todd and Billy   want to   play?  
       Does he/she           run?  
       Do they               hum a song?  
       Do you

6. Do you want to go to town with them?  
 Does he/she camping  
 Does Johnny swimming  
 Do they fishing  
 Do Mary and Billy
7. A: B:  
 Do you sing well? Yes, \_\_\_\_\_ do.  
 Does he/she paint Yes, \_\_\_\_\_ does.  
 Mary draw No, \_\_\_\_\_ doesn't.  
 they cut No, \_\_\_\_\_ don't.  
 Kimo and Beverly
8. We're going to ask her to swim with us.  
 him to camp  
 them to jump  
 to ride
9. Do you want to ask your mother?  
 father?  
 sister?  
 teacher?  
 brother?  
 friend?
10. A: B:  
 Does (Name) have a sandwich? Yes, he has many sandwiches.  
 he pencil? pencils.  
 she stick? sticks.  
 ribbon? ribbons.  
 bandage? bandages.
11. A: B:  
 I have a good time every day. He has a good time every day too.  
 We breakfast She breakfast  
 lunch (Name) lunch  
 dinner dinner  
 appetite appetite  
 laugh laugh
12. My father has a new car.  
 job.  
 hammer.  
 hunting dog.  
 lawnmower.  
 fishing pole.

## LESSON Vc - Kindergarten

- TARGETS: 1. Negative declarative "don't-doesn't"  
2. Negative interrogative "don't-doesn't"

- NOTES: 1. Substitute names of children to avoid confusion as to who is talking.
2. Children can tell what they don't like or want to do: "I don't want/like to paint." Then another child can say what the first child doesn't like or want to do: "Mary doesn't like/want to paint."
3. Children can ask each other about someone: "Doesn't Mary need a pencil?" "Don't you want to play?" Another child can give a short answer: "Yes, she does. / No, she doesn't." or "Yes, I do. / No, I don't."
4. Game: "Button, Button"  
All the children sit with their hands before them, cupped. One child is "It". The teacher, or another child, has a button or any small object in her cupped hands. She goes around the room, placing her cupped hands over those of all the children. One child receives the button. "It" tries to guess who has the button. He has three guesses. The person with the button becomes the next "It".  
"It": (Name), do you have the button?  
A: No, I don't. / Yes, I do.  
(If his three guesses are wrong, "It" asks:  
"Who has the button?"  
C: I do. I have the button.

### DIALOGUE:

#### Part 1 - A Pet at Home

- A: Do you have a pet at home?  
B: I do.  
C: I do, too.  
B: I have a pet dog. My dog doesn't like to stay in his house. He likes to sleep in the yard.  
C: I keep my parakeet in its cage.  
D: Doesn't your parakeet try to get out?  
C: No, it doesn't. It feels safe in its cage.  
D: I have a turtle for a pet. My turtle doesn't like to stay in its bowl. It tries to crawl out every day.  
B: Don't you have it in a turtle dish?  
D: No, I don't. I use a piepan.

B: I have a turtle dish. Why don't you use it for your turtle?  
D: Thank you.

## Part 2 - Recess

A: I hear the recess bell. Let's go out to play.  
B: I don't want to go out.  
A: Don't you want to play on the jungle gym today?  
B: No, I don't. I want to play in here.  
A: The teacher doesn't want us to play in here at recess. Let's play on the slide.  
B: I don't want to play on the slide.  
A: Doesn't (Name) have a jump rope? Let's ask her to let us play with it. Don't you want to do that?  
B: Okay, let's ask her.

## EXERCISES:

1. I don't want to play any more.  
draw  
sing  
color
2. We don't have a bulldog at home.  
They turtle  
parakeet  
duck  
pig  
truck  
jungle gym  
pet  
broom  
book
3. You don't have to sit down now.  
sing  
talk  
push  
sleep
4. I don't need a new pencil.  
You dress.  
We shirt.  
They sweater.
5. Mary doesn't like apples.  
He tomatoes.  
She oranges.  
peaches.  
grapes.

6. A lion doesn't bark, but it growls.  
 rabbit swim, hops.  
 worm hop, crawls.  
 fish run, flies.  
 dog mew, barks.  
 horse crawl, gallops.

7. He doesn't eat his lunch.  
 She doesn't have a cushion.  
 (Name) room.  
 broom.  
 book.

8. A:  
 Don't you have to stop coloring now?  
 we playing  
 they making noise  
 I running  
 Bill and Mary pulling  
 pushing

B:  
 Yes, I do.  
 No, we don't.  
 Yes, they do.  
 No, you don't.  
 (etc.)

9. A:  
 Doesn't Roy want to play?  
 she cook?  
 he run?  
 jump?  
 look?  
 sing?

B:  
 No, he doesn't.  
 Yes, she does.  
 (etc.)

10. A:  
 Doesn't he have to clean the table?  
 Don't I pull the wagon?  
 you want to hook a fish?  
 we go on the roof?  
 she look at a book?  
 John  
 they  
 (Name) and (Name)

B:  
 Yes, he does.  
 No, you don't.  
 Yes, I do.  
 No, we don't.  
 (etc.)

## LESSON Vd - Kindergarten

TARGETS: 1. Preposition: after  
2. Strengthening the use of "do-does" in the negative interrogative and negative declarative

NOTES: 1. Substitute names of children.  
2. Use transfer exercises suggested in Vc.  
3. Children tell what they do "after school," "after a nap," "after recess."  
4. For extra material use "Action Rhyme" by E. H. Adams. Choral Speaking. Honolulu, Hawaii: Department of Education, 1964. (Children can pretend to be policemen.)

### DIALOGUE:

Going to the Dentist

A: Hi, (Name). Where are you going?

B: Hi, (Name). I'm going to the park to watch the baseball game. Don't you want to come with me?

A: Yes, I do.

B: Why don't you ask your mother.

(Name) goes to ask his mother. He comes back. )

A: My mother doesn't want me to go now. I have to go to the dentist this afternoon. I don't mind going to the dentist.

B: I do. Doesn't the dentist scare you?

A: No, he doesn't. He's very careful not to hurt me.

B: I don't have a cavity now. I brush after every meal. I learned that from TV.

### EXERCISES:

- |    |   |   |
|----|---|---|
| 1. | <u>A:</u><br>Doesn't (Name) like to swim?<br>throw a ball?<br>run?<br>slide?<br>swing on the jungle gym?              | <u>B:</u><br>Yes, she does.<br>No, he doesn't.<br>(etc. ) |
| 2. | <u>A:</u><br>Don't you have a thick rug?<br>thin pencil?<br>thin book?<br>new bathtub?<br>sore throat?<br>sore thumb? | <u>B:</u><br>Yes, I do.<br>No, I don't.<br>(etc. )        |

3. He doesn't listen to his mother.  
 She her father.  
 sister.  
 teacher.  
 brother.

(Name) doesn't want to slide any more.  
 catch  
 run  
 listen  
 watch  
 throw  
 jump

4. They don't want to swim any more.  
 We slide  
 run  
 swing  
 read  
 listen  
 jump

5. (Teacher: Change subject. Have children choose "don't" or "doesn't".)

A:  
 Don't (Name) have a new slide?  
 Doesn't they  
 he/she  
 we  
 you  
 the school  
 (Name) and (Name)

B:  
 No, \_\_\_\_\_ don't.  
 No, \_\_\_\_\_ doesn't.  
 Yes, \_\_\_\_\_ do.  
 Yes, \_\_\_\_\_ does.

6. (Pronoun) doesn't want to play after the class.  
 work the game.  
 stay the movies.  
 go home the show.  
 draw the puppet show.  
 paint  
 swim

## LESSON VIa - Kindergarten

- TARGETS: 1. Modals:
- a. may (to ask permission) - interrogative, predicate substitute, negative and affirmative declarative
  - b. can - interrogative, predicate substitute, affirmative and negative declarative
2. Noun substitute: much

- NOTES: 1. Each child can ask to bring something or someone else to the party. Another child can give a reason for approving or disapproving the request.
2. Each child can ask another child if he can do something. Second child gives short answers:
- A: Can you swim?  
B: Yes, I can. /No, I can't.
3. Each child names an animal and tells what it can do and can't do: "A dog can bark. It can't fly."
4. "Can" and "may" may be used interchangeably in asking permission.
5. Underlined sentences may be left out if dialogue is too long.

### DIALOGUE:

#### A Birthday Party

Can we invite only boys and girls to our birthday parties? Can we invite our pets? Sure, we can. We can pretend. We can have a make-believe birthday party. And we can invite our animal friends.

A: I'm having a party next week. Can you come?

B: Yes, I can. May I bring a friend?

A: Yes, you may. Who's your friend?

B: My friend's a dog.

A: Oh, no, you can't bring a dog. A dog eats too much.

B: May I bring some other friend?

A: Yes, you may bring someone else. Who's your friend?

B: My friend's a mongoose.

A: Oh, no. You may not bring a mongoose to my party. A mongoose is too sneaky.

B: Can I bring someone else then?

A: Yes, you can. Who is it?

B: It's a mynah bird.

A: Oh, no. You can't bring a mynah bird to my party. It talks too much.

**A:** You can bring your friend to my party. I want to meet her.

Me, me, me.



3. A:  
May I write on the blackboard?  
bring three friends?  
run around the room?  
get a book?

B:  
No, you may not.  
No, you can't.  
Yes, you may. (Let the child  
perform the act.)

4. He can't eat much.  
She read  
We say  
They talk  
He doesn't want  
sleep  
read  
take  
weigh

5. Question:  
Why is the dog so fat?  
Why does Johnny always have to  
stay after school?  
Why does Johnny have a sore  
throat?  
Why are the eyes of the baby  
so red?  
Why is Johnny tired?

Answer:  
It eats too much.  
He plays too much.  
He talks too much.  
He cries too much.  
He sleeps/sits too much.

6. You may eat now.  
may not play  
leave  
bring your friend.  
swim there.  
play with the dog.  
toy.

\* \* \* \* \*

## LESSON VIb - Kindergarten

TARGETS: 1. Modals:  
a. will - interrogative, predicate substitute,  
affirmative declarative  
b. shall - interrogative with first person pronouns

NOTES: 1. Substitute names of other children.  
2. Let each child ask another child to do something with him.  
Second child answers with an affirmative predicate sub-  
stitute:

A: Will you be my jumping partner?

B: Yes, I will.

(When the answer is negative, the second child can say that he'll substitute with something else.)

B: But I'll turn the rope for you.

3. Each child can ask another child or teacher if he can do something for him: "Shall I bring you a chair?"

4. Teacher tells each child:

T: You have three wishes. What will you wish for?

C: I'll wish for a doll.

5. The teacher lists a number of "jobs" that need to be done around the classroom. She asks for volunteers. Each child volunteers for a job: "I'll wipe the tables."

6. For extra material use "What Shall I Buy?" Rasmussen, Carrie, Let's Say Poetry Together. Minneapolis, Minnesota: Burgess Publishing Company, 1962, p. 75.

## DIALOGUE:

### Playmates

A: Hi, Paul. Can you come out to play with me?

B: Hi, James. I don't know. Will you ask my mother?

A: Okay. Mrs. Kagawa, may Paul play with me?

Mrs. Kagawa: Yes, he may. But he can't play on the street.

A: We won't. Can he come to my yard? We'll be careful. We'll stay in the yard.

Mrs. Kagawa: Yes, he can.

A: What shall we do? Shall we play cowboys and Indians?

B: We can't. We need Indians.

A: I know. Shall we practice catching? Will you throw the ball to me?

B: Yes, I will. That sounds good.

## EXERCISES:

- |         |         |       |          |
|---------|---------|-------|----------|
| 1. Will | you     | go    | with me? |
|         | he      | leave |          |
|         | she     | walk  |          |
|         | they    | come  |          |
|         | John    | play  |          |
|         | Mary    | ride  |          |
| the     | teacher | stay  |          |
|         |         | sing  |          |
|         |         | dance |          |

## Utilization of lesson materials

The teacher's attitude about these lessons is very important. The teacher should approach the language sessions with interest and enthusiasm. Her attitude will be conveyed to the children just as it will be if she feels that the lessons are boring and not very challenging. A skillful teacher can make a lesson come alive and convince the children that what she is presenting is worthy of their complete attention. Her efforts will result in greater learning on the part of the children.

As stated in the teacher's guide portion, it is important that the teacher be thoroughly prepared each time she presents a lesson. She must know what the targets for the lesson are, what targets have already been introduced, and what targets are yet to be introduced. Thorough preparation is a necessity and so is flexibility in altering plans to suit the needs of the children and the occasion. Plans can be altered but it is very difficult to carry out something successfully without a plan.

Because the teacher is the model for the class, it is imperative that she be thoroughly familiar with the material that she is going to present. Preparation involves having all the materials needed on hand so that there will be no fumbling nor any unnecessary pauses. The teacher must have thought through all the directions she will be giving so that they are clear-cut and consistent. The teacher must also anticipate the kinds of responses she will get and the possible difficulties that may arise. The language session must move at a rapid pace with very little time for pauses that may distract the class or that may allow boredom to set in.

The teacher must also establish, at the very beginning, concise and specific signals and cues. She has to diligently adhere to them so that the children can respond immediately without lengthy directions and explanations being given each time a response is required. Once a pattern has been established, it becomes easier for the children and the teacher to work with maximum efficiency.

Nelson Brooks<sup>2</sup> says that the teacher must not accept mediocre

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<sup>2</sup> Nelson Brooks, Language and Language Learning, 2nd Ed. (New York: Harcourt, Brace and World, 1964), pp. 148 and 243.

performance in repetition. She must insist that the children imitate the model accurately. This means that the children must use the same rate, intonation, pause, and pitch.

The children must know immediately whether their responses are satisfactory or unsatisfactory. Each teacher will have a different method of conveying the message-- facial, verbal, etc., expressions. The important thing is that the children get the message. Then the teacher must be consistent in the method used to get the message across to the children.

#### A. Dialogue/Narrative

##### 1. Steps in handling a dialogue/narrative

- a. The teacher may use whatever visual aids and other means necessary and appropriate to convey the dialogue's meaning to the children. Appropriate pictures, puppets, and pantomiming can be used to introduce the dialogue. The teacher should try to vary the introduction of a dialogue/narrative.

Approach A: If the teacher feels that a preliminary explanation is necessary to clarify the concepts or vocabulary in the dialogue, she can do so before she introduces the dialogue in its entirety. This may consist of an explanation of the new concepts or relating previously learned concepts and recalling them. Then the teacher goes through the entire dialogue at a normal, rapid rate and with the appropriate stress and intonation.

Approach B: The teacher can go into the dialogue without explanations, interrupting whenever necessary with explanations of the concepts and the vocabulary. She can elaborate on the dialogue, use synonyms, and paraphrase certain portions of the dialogue as she goes along. Then she repeats the dialogue all the way through without any interruptions the second time, using normal, rapid rate of speech and appropriate stress and intonation.

- b. The teacher, after using "Approach A" or "Approach B", repeats the dialogue again without any interruption. As a variation, the children can be asked to keep their eyes closed as they listen. This helps them to concentrate and also helps to eliminate a lot of distractions. The impor-

tant point here is that the class is being familiarized with the meaning, the patterns, and the sounds of the language. Note: Whenever the teacher repeats the dialogue, she must keep the stress and intonation pattern constant until that pattern has been learned. Then variations can be introduced. For example, the stress on a word may change with the change in emphasis conveyed.

- c. The children can be asked to answer questions about the dialogue. This provides a check on comprehension and also serves as a means of practicing the patterns introduced. To prevent negative reinforcement, the teacher should provide the right response immediately if no response is forthcoming or when the wrong response is given.
- d. The teacher models the dialogue line by line and the class repeats each line after the teacher. This procedure can be repeated several times.
- e. The teacher divides the class into groups to take different roles. She must set up definite signals to identify whose turn it is to speak. The teacher models each line for each group before the group speaks a line.
- f. Individual pupils can be asked to take the different roles.
- g. The teacher should alternate between individual repetition and choral repetition. This not only helps to sustain interest but also helps the teacher check on the progress of individual children.
- h. The teacher should remember to treat the dialogues as a conversation between persons rather than a series of lines spoken.

## 2. Follow-through

Whenever a dialogue/narrative is reintroduced at another time, the teacher must refresh the children's memory by some sort of review. It should not be taken for granted that the children will remember the details.

The teacher is free to expand the dialogue once she feels that the children have a good mastery of the structures. More lines or characters can be added and the vocabulary changed. In expanding and adapting, however, the teacher has to always keep in mind the immediate targets, the previous targets, and those that have not yet been introduced. Any alterations within these limits is not only permissible but recommended.

## B. Exercises

Mary Finocchiaro states that:

Many repetitions are needed to develop habits. Learning any skill takes place in proportion to practice in that skill.<sup>3</sup>

The exercises serve this purpose. But the teacher must bear in mind Sibayan's admonition that repeating should be done in spaced periods and in different situations.<sup>4</sup> The children should be encouraged to practice the patterns in various situations.

Before proceeding with any of the exercises, the teacher and the child must have a clear understanding as to what the procedure is for each exercise. The teacher should provide enough examples of how the cues are utilized before the children are asked to respond to the cues. Any shift from one exercise to another must be clear-cut and the directions precise so that the children will not be confused.

The teacher must move through the exercises smoothly and at a fast pace in order to keep up the children's interest and attention. Moving at a fast pace also prevents the necessity of repeating directions because the children's attention has not been permitted to lag. It also makes it easier for the children to adhere more closely to natural rhythm and intonation patterns.

In choosing the exercises to be practiced during a particular language session, the teacher should select with care, especially

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<sup>3</sup> Finocchiaro, op. cit. (Referring to pp. 33-4).

<sup>4</sup> Bonifacio P. Sibayan, "Repetition in Language Learning," Teaching English as a Second Language, H.R. Allen, editor (New York: McGraw-Hill, Inc., 1965), pp. 308-13.

when a progression exercise is called for. The progression must be adhered to. As an example, in the exercises for the expletive "There" there are separate exercises for "There is" and "There are." Then there is an exercise combining the two where the children must make a choice between the two.

The exercises presented here are stripped of any embellishments. The teacher must provide the proper context and situations to make them meaningful for a particular class. The teacher has more freedom of choice with the exercises than she has with the dialogue or narrative.

Because young children are enthusiastic and eager to please the teacher, the teacher has an advantage. By making certain that the exercises are more than repeating after the model, the teacher can capitalize on the children's enthusiasm and eagerness to please the teacher.

There are several types of exercises included in the lessons.

1. Repetition of model

The teacher models the utterance and the children repeat it exactly as said. Caution: If used excessively, it can lead to meaningless parroting.

2. Substitution of words or phrases

In a substitution exercise, the children use another word or phrase (usually of the same class) in place of a word or phrase in the modeled utterance.

Example:   Teacher:   He jumped from the porch.  
              Children:  He jumped from the porch.  
              Teacher:  fell (pause) He fell from the porch.  
              Children:  He fell from the porch.  
              Teacher:  leaped  
              Children:  He leaped from the porch.

A variation of this exercise would be the multiple slot substitution. Here the slot where the substitution takes place changes each time or from time to time. When this happens, the teacher must show the children where the

substitution is taking place by modeling the previous pattern, the new word or phrase to be substituted, and the resultant pattern with the substitution made. The lack of correct models may be a source of confusion.

Example: Teacher: The apple fell on the ground.  
(pause) boy

Children: (Two possible replies)  
The boy fell on the ground.  
The apple fell on the boy.

To prevent this, the teacher provides adequate models.

Example: Teacher: The apple fell on the ground.  
(pause) boy (pause) The apple  
fell on the boy.

Children: The apple fell on the boy.

Teacher: car

Children: The apple fell on the car.

Teacher: coconut (pause) The coconut fell  
on the car.

Children: The coconut fell on the car.

Teacher: branch

Children: The branch fell on the car.

In a substitution type of exercise, the substitution may require other parts of the pattern to be changed. The teacher and the class must be aware of these necessary changes.

Example: Teacher: She lost her dog.

Children: She lost her dog.

Teacher: He (pause) He lost his dog.

Children: He lost his dog.

Teacher: They

Children: They lost their dog.

### 3. Transformation or conversion

This kind of exercise has the children carry out transformations such as changing a statement to a question, an affirmative statement to a negative statement, a singular noun to a plural noun, or present tense to the past.

Example: Teacher: The boy is fighting. (She then asks a  
child to change this to a question or

an "asking" sentence.)  
Child: Is the boy fighting?

It is not necessary to use words like negative, past tense, etc., to explain the desired response.

#### 4. Directed practice:

This type of exercise requires that a child ask another child a question. The second child has to give an answer. Initially, by way of directing the children, the teacher can go through the following steps:

Step I: Teacher tells Child A: "A, ask B 'Do you want to ride with me?'"  
Child A says: "B, do you want to ride with me?"  
Teacher says to B: "Now you answer by saying 'Yes, I do.' or 'No, I don't.'"  
Child B says: "Yes, I do."

Step II: Teacher says, "A, ask B again if he wants to ride with you."  
Child A: "B, do you want to ride with me?"  
Teacher says to B: "B, answer A."  
Child B: "Yes, I do."

(If the child is unsure at Step II, the teacher can whisper or model the utterance for him to repeat.)

Step III: Now use the substitution exercise pattern and cue the child for further practice in using the same language structure with different verbs.

#### 5. Expansion

In this type of exercise, the children are cued with the word or phrase to be added to a given sentence.

Example: Teacher: I walked to school.  
Child: I walked to school.  
Teacher: yesterday (pause) I walked to school yesterday.  
Child: I walked to school yesterday.  
Teacher: with my brother  
Child: I walked to school yesterday with my brother.

## 6. Combination or integration

Here the children are asked to combine two short sentences into one.

Example: Teacher: Sally has a kitten. It's white.  
(pause) Sally's kitten is white.  
Child: Sally's kitten is white.  
Teacher: That hat belongs to Mike. It's red.  
Child: Mike's hat is red.

## 7. Free response

The teacher asks a standard question and the children give varied, free responses. The children may be cued by word, picture, or object.

Example: Teacher: What's in the box?  
Child: There's a frog in the box.

The exercises listed above are often combined in the lessons in a variety of ways. Other variations that seem appropriate and interesting should be used. As the teacher and children become familiar and comfortable with the various kinds of exercises, the teacher should be able to adapt them to particular needs and opportunity.

Drillwork is not an end in itself, but merely a means of intensive, concentrated practice. Only when the drills lead to normal use of language structures in real situations can these be said to have a real value.

## C. Transfer

How successful any language program is is measured by how well the learner can independently manipulate the language patterns acquired in varied situations. As stated by J. Donald Bowen:

. . . the ultimate success of the teaching effort must be judged not on how well students reproduce sentences, but on the skill they show in creating new ones, sentences they have never heard or

used before - or indeed sentences which no one else has ever heard or used before.<sup>5</sup>

The teacher must provide many opportunities throughout the school day in which the children can utilize, in natural situations, the language patterns learned. These situations can involve pupil activities and interests in and out of school. This may sometimes require the teacher to structure the situation just enough so that it necessitates the use of a particular pattern without a model being given. The only cues would be contextual cues. The structuring is also necessary to insure that the student does not need to use a language pattern that is not in his repertoire.

The notes section of each lesson provides the teacher with some suggestions to effect transfer. Many of the suggested activities bear close resemblance to directed practice exercises. The ingenious teacher will find many other ways besides those suggested as much depends on integration with the rest of the school curriculum.

The writers of these materials feel that the transfer stage in an oral language development program is of utmost importance. Loban, Ryan, and Squire summarize the writers' feelings about this phase very well:

Clearly, improvement in language learning, occurs most surely in situations featuring bona fide communication. Pupils must have something to express, a desire to express it, and someone to whom they wish to express it. Only in such circumstances does instruction have any hope of improving pupils' facility in expression.<sup>6</sup>

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<sup>5</sup> J. Donald Bowen, "Applications of Grammatical Analysis to Language Teaching," (Virginia French Allen, editor), (Champaign, Illinois: National Council Teachers of English, 1965).

<sup>6</sup> Walter Loban, Margaret Ryan, and James R. Squire, Teaching Language and Literature (New York: Harcourt, Brace and World, Inc., 1961), p. 9.

## Integration with the rest of the school day

To be most effective, an oral language program should be integrated with the rest of the curriculum areas as much as possible. The alert teacher will take advantage of every opportunity to put into practical use those structures that have been introduced to the children in the language lessons. This reinforces learning and makes it more meaningful.

The children must be helped to understand that standard English is to be used during most of the school day. There must be a clear-cut understanding as to when the use of standard English is appropriate and when the use of dialect is appropriate.

The teacher can contrive situations during the school day which lend themselves well to the practice of current targets. For example, after the present progressive has been introduced, the children can be asked to tell what's happening or what they're doing. When the comparative-superlative forms have been introduced, the children can be asked to compare various things during the arithmetic, science, or social studies periods. There the teacher can take advantage of situations where these structures can be used naturally.

There are many poems and stories that contain the grammatical structures which are treated as targets. These poems and stories can be used by the creative teacher to provide the children with more practice in using the structures being learned. The poems may be used for choral speaking or dramatization. The teacher can use the stories in different ways. Especially effective are those stories that contain repetitive phrases. The stories can be dramatized or read by the teacher with the children repeating those parts that contain the target structures.

Some poems appropriate to a lesson are suggested as extra materials. These and others that a resourceful teacher may be familiar with can be used outside the language periods.

## General notes to the teacher

A. When children have difficulty producing a particular language pattern and the teacher suspects that this may be due to dialect interference, the teacher may resort to the same types of recognition and discrimination exercises utilized in the phonology lessons. Refer to the section "Basic Steps in Teaching Pronunciation."

Example: Teacher: We'll go to the store now.  
Children: We go to store now.

**Recognition and discrimination exercises:**

1. The teacher repeats both of the above sentences or one of the sentences twice. The children must indicate whether the two sentences are alike or different.
  2. The teacher models the language structure being taught. She tells the children that this is the sentence they are to listen for. She can say that this is the sentence that is used in school. She then models both sentences and the children are to signal whenever she repeats the target sentence.
- B. Often the teacher may be so involved in listening just for the specific target that she fails to evaluate the child's complete response. Since the teacher is working towards the control of standard English, she must be alert to all the language structures the child uses. By listening carefully, the teacher can prevent negative reinforcement caused by approving inappropriate responses.

If the child's response contains a structure that has not yet been introduced as a target, the teacher can provide the appropriate response without any comment and have the child repeat the response. If the child's response contains a structure that had previously been introduced as a target, the teacher can call the child's attention to the fact. She can encourage the child to recall what had been introduced or provide the appropriate response. At this point the teacher should feel flexible enough to shift back to previously introduced exercises if she feels that the situation warrants it.

- C. There may be occasions when contractions cause difficulties for the students. When this does occur, the teacher may introduce the full form first and then gradually work towards contracted forms, remembering that the use of the contracted forms is the ultimate goal.

One of the difficulties arising may be the students contracting but still not dropping the word contracted.  
Example: "She's is going."

Another difficulty may be the confusion between the singular contracted form and the plural noun.

Example: Teacher: The boy's sleeping.  
Child: The boys sleeping.

The difficulties mentioned above seem to be stages that the students go through in acquiring a mastery of standard English. There is a growing awareness of a difference between their dialect version and the standard version. But there is still confusion as to exactly where the difference is or where changes belong. The teacher should not feel frustrated nor feel that the children are being obstinate. Patient and consistent efforts will bring about the mastery of the standard version. Here again, recognition and discrimination exercises can be utilized.

- D. The teacher may refer to the sequence chart for that particular grade level to check what targets have been introduced prior to a certain lesson and what targets come after this lesson. The sequence chart can also help the teacher locate where a similar target appears in a preceding grade. She may need this information when she wants to give the students more exercises than what is provided for her grade level or when she needs to do some reviewing with her students.

As stated before, the purpose of these lessons is to help children acquire a command of standard English. As the teacher works with these lessons, it may help her to keep Virginia Allen's definition of "command" in mind:

To command something is not merely to have a vague notion of it, but rather to be able to summon it up at will. The student must be given the ability to summon up the standard dialect whenever he himself wants to use it, in any situation where fluency in that dialect would be to his advantage.<sup>7</sup>

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<sup>7</sup> Virginia F. Allen, "Teaching Standard English as a Second Dialect," Teachers College Record, 68 (February, 1967), p. 358.

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Grade: Kindergarten			
LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced	Typical Sentences from the Lesson	
General Target		Specific Target	
Ia	Nominative pronouns Linking verbs	I, we, you, he, she, they am, is, are (contracted), be a/an	You're an old and tired donkey. I'm a baby chick.
Ib	Determiner Nominative pronoun Determiners Lexical item	it the, another have	The first toad and the second toad have a meal.
IIa	Interrogative linking Negative declarative linking Predicate substitutes Prepositions		Is it a top? Yes, it is. I'm like the top. It's not a ball. We see a toy on the table.
IIb	Prepositions Noun substitute Objective pronoun	on, like for, in mine it	Let's look for it out in the yard. Mine is blue and yellow.
IIc	Objective pronouns Preposition Lexical item	him, her, them, me, you with like	I like playing with you. I see him/her.
IIIa	Interrogative present progressive Affirmative declarative present progressive Objective pronoun		Are you listening well? He's building us a playhouse.
IIIb	Infinitive Negative declarative present progressive Preposition	us to	I want to look for a bug. I'm not going down to the pond now to swim.

Grade: Kindergarten				
LESSONS AND THE SEQUENCE OF TARGETS				
Lesson number	New Targets Introduced		Typical Sentences from the Lesson	
	General Target	Specific Target		
IIIb	Lexical item	want to		
IIIc	Prepositions Strengthening the use of the interrogative linking Strengthening the use of the declarative and interrogative present progressives Lexical item	from, around, down	It's running down the hill. The calf's drinking from a tub. It's telling the baby to eat slowly. A bell's around its neck.	
IVa	Irregular past  Regular past Prepositions Interrogative "did-didn't" Predicate substitute "did-didn't" Noun determiner	tell  took, had, saw, were, sat, put, met, gave /-d, -t/ endings through, at  kind of	My father took me. I had a good time. It jumped through a hoop. It listened to the trainer. Did you go to the circus yesterday? No, I didn't. Didn't the lion scare you? What kind of face did the clown have?	
IVb	Declarative "did" (negative and affirmative) Regular past Irregular past Lexical item	   /-əd/ was stay	He didn't like to stay still. And you did catch a mouse. He hated to wash up. I was proud of you.	
IVc	Preposition Irregular past	under made	We wrapped the presents to put under the tree.	

Grade: Kindergarten				
LESSONS AND THE SEQUENCE OF TARGETS				
Lesson number	New Targets Introduced		Typical Sentences from the Lesson	
	General Target	Specific Target		
IVc	Regular noun plurals Noun determiner	/-s, -z, -əz/ endings many	Who made the decorations? We have many boxes under our tree at home.	
Va	Third person singular present tense	/-s, -z, -əz/	She cleans and cooks. She washes and irons.	
Vb	Interrogative "do-does" Predicate substitutes "do-does/don't-doesn't" Lexical item Irregular third person singular verb	ask has	Do you have a pet at home? Does your puppy cry at night? Yes, I do. No, he doesn't. Ask your mother for a blanket. She has an extra bag.	
Vc	Negative declarative "don't-doesn't" Negative interrogative "don't-doesn't"		My dog doesn't like to stay in his house. Doesn't your parakeet try to get out? •	
Vd	Preposition Strengthening the use of "do-does" in the negative interrogative and negative declarative	after	I brush after every meal.	
Vla	Modals: a. May (to ask permission)- interrogative, predicate substitute,		May I bring a friend? Yes, you may. Yes, you may bring someone else.	

Grade: Kindergarten			
LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced	Typical Sentences from the Lesson	
VIa	<p>General Target</p> <p>negative and affirmative declarative</p> <p>b. Can - interrogative, predicate substitute, affirmative and negative declarative</p> <p>Noun substitute</p>	<p>Specific Target</p> <p>much</p>	<p>You may not bring a mongoose to my party.</p> <p>Can you come? Yes, I can.</p> <p>You can't bring a mynah bird to my party.</p> <p>You can bring your friend to my party.</p> <p>It talks too much.</p>
VIb	<p>Modals:</p> <p>a. Will - interrogative, predicate substitute, affirmative declarative</p> <p>b. Shall - interrogative with first person pronouns</p>		<p>Will you ask my mother?</p> <p>Yes, I will.</p> <p>We'll be careful.</p> <p>Shall we play cowboys and Indians?</p>
VIc	<p>Modals:</p> <p>a. Would - interrogative, affirmative predicate substitute, affirmative declarative</p> <p>b. Could - interrogative, affirmative predicate substitute, affirmative declarative</p>		<p>Would you like some cookies to take with you?</p> <p>Yes, I would.</p> <p>That would be nice.</p> <p>Could I keep it in my room instead?</p> <p>Yes, you could.</p> <p>We could play hide and seek.</p> <p>We may not go. We might stay here to help you.</p>

Grade: Kindergarten			
LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced	Typical Sentences from the Lesson	
	General Target	Specific Target	
V1c	c. May-might (to express possibility)-affirmative and negative declarative Strengthening the use of the lexical item "stay"		
V1d	Modals: a. Should - interrogative, predicate substitute, affirmative and negative declarative b. Must - affirmative and negative declarative Irregular plural Possessive pronoun		Should they listen to their teacher? Yes, they should. No, they shouldn't. We should try to be kind to everyone. We shouldn't forget to say "Please" and "Thank you." We must always be polite. We mustn't be selfish. We mustn't say mean things to other children.
V1e	Modal: Ought to - affirmative declarative Prepositions Objective pronoun Reflexive pronoun	ahead of, over, about, behind, into, by them (referring to inanimate objects) yourself	But you ought to be careful. You ought to watch out for the person ahead of you. You might bump into him. We can share them with the other children. You might hurt yourself.

Grade: Kindergarten			
LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced		Typical Sentences from the Lesson
General Target		Specific Target	
VIf	<b>Modal:</b> Could - negative predicate substitute, negative declarative Noun determiner Irregular past	a lot of taught	No, I couldn't. I couldn't do a lot of things last year. My brother taught me to catch.
VIg	<b>Modals:</b> a. Would - negative declarative, negative predicate substitute b. Will - negative declarative(contracted) c. Shall - interrogative with the first person pronouns		He wouldn't listen to anyone. No, I wouldn't. But I won't eat my breakfast. Shall I cook an egg for you?
VIh	Negative imperative Irregular plural Strengthening the use of the noun determiner "many"	teeth	Don't forget to brush your teeth.
VIIa	Mass nouns Irregular past Irregular plural Preposition Strengthening the use of modals	flour, bread brought, caught, ate loaves of	I need some flour. She had two loaves of brown bread and one loaf of raisin bread. I just brought in the cows from the pasture. Snip caught some rats.

Grade: Kindergarten			
LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced	Typical Sentences from the Lesson	
	General Target	Specific Target	
VIIa			I ate the bugs in your garden.
VIIb	Noun possessives Mass noun Irregular plural Noun substitute Strengthening the use of the modals "would" and "could"	/-z, -s/ endings fun leaves one	The monkey's tail is very long. I'd collect the giraffe's leaves. We would have fun. And I'd be the one to feed the animals.
VIIc	Noun possessive Lexical item Mass nouns  Irregular past Noun determiner	/-əz/ ending also bubble gum, food, milk, butter, cereal, lettuce, celery, meat found much	He also saw Charles' mother. I'll get another gallon of milk and a pound of butter. I have to buy a lot of food. We don't have much milk left. I found them.
VIIIa	Comparative-superlative suffixes Irregular plural Irregular comparative-superlative Mass noun Noun determiner	-er, -est people  better, best hair each	It's friendlier than a cat. I saw the cutest dog yesterday. Some people like other animals better. The dog is the best pet of all. It had black, curly hair and a short tail. Each person's pet is the best pet to him.
VIIIb	Irregular past Irregular comparative-	sang	So the two frogs sang and sang. I can jump to the farthest log

Grade: Kindergarten			
LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
VIIIb	superlative	farther, farthest	in this pond. Can he jump farther?
IXa	Comparative-superlative with "more-most" Noun determiners Mass noun	any, kinds of candy	It's the most luscious-looking piece of candy. We can see the candy more clearly from the other side. Finding any kind of food is getting to be more dangerous every day. They like all kinds of food.
IXb	Noun substitutes Noun determiners Irregular past Strengthening the use of "more-most"	these, those, ones these, those told	Mother, please buy these apples. These are the most delicious kind. Are they better than the red ones? The teacher told us to get a box.
Xa	Expletive Past progressive Mass noun Noun determiner Reflexive pronoun	it time lots of myself	It was raining very hard. It's almost time for lunch. Lots of dogs were playing in the garage. I was going to eat a bone all by myself.
Xb	Mass noun Irregular past Strengthening the use of the past progressive	grass heard, ran, hid	I hid in the tall grass. Suddenly I heard a screech. He ran home crying.
XIa	Expletive	there	Are there many animals at the zoo? There are big elephants at the zoo.

Grade: Kindergarten				LESSONS AND THE SEQUENCE OF TARGETS	
Lesson number		New Targets Introduced		Typical Sentences from the Lesson	
		General Target	Specific Target		
XIb		Irregular past Noun determiner Mass noun Strengthening the use of the expletive "there"	went a little cheese	They went to visit her often. There's a little piece in the cupboard. Is there any cheese in the house?	
XIIa		Tag questions		Tadpoles are fun to watch, aren't they? These aren't all frog tadpoles, are they?	
XIIIa		Irregular plural Complex sentences Irregular past Reflexive pronoun	sheep flew, came himself	I was lonely until you came along. I have to watch the farmer's flock of sheep. Then the pigeon flew away. But he didn't like to play by himself.	
XIIIb		Irregular past Mass noun Strengthening the use of complex sentences	fell, hit, thought corn	Something fell and hit him on his head. He thought the other pigs were throwing things at him. I'm glad no one was trying to take my corn.	
XIIIc		Mass noun Strengthening the use of the comparatives and superlatives	noise	That's too much noise for me. I'm the most beautiful rooster in the world. My tail feathers are more beautiful than yours.	

## LESSON 1a - Kindergarten

- TARGETS:**
1. Nominative pronouns: I, we, you, he, she, they
  2. Linking verbs: am, is, are (contracted), be
  3. Determiners: a/an

- NOTES:**
1. Use names of children.
  2. A child makes a sound. Another child tells what he/she is: "He's/She's/You're an owl."
  3. Two or more children go up. They decide on an animal. Each child tells about himself: "I'm big and strong. I say, 'Grr-rr'. I'm a lion."  
Then together they say: "We're big and strong. We say, 'Grr-rr'."  
Class, pointing to individuals, can say: "He's/She's/You're a lion."
  4. Teacher holds up a picture and cues: "...apple"  
C: I see an apple.
  5. Have objects in a pillowcase -- things with names beginning with vowel or consonant sounds. Child pulls out an object and identifies: "This is a ball."

### DIALOGUE:

#### Pretending

Pretending is fun. I'm a little gray kitten today. I say "meow."  
You be an animal today, too.

A: I'm a fuzzy brown and white dog.

He's a shaggy black dog.

We run around.

We say "bow-wow-wow."

B: She's a big, proud turkey.

He's a proud turkey also.

They strut around proudly.

They say "gobble, gobble, gobble."

A: You're an old and tired donkey.

You hang your head.

You say "hee-haw."

B: She's a baby chick.

I'm a baby chick.

We're fluffy and yellow.

We scamper around.

We say "peep, peep, peep."

A: You be an animal next and make an animal sound.

## EXERCISES

1. An orange is a fruit.  
apple  
avocado  
apricot
2. A pear is a fruit.  
banana  
pineapple  
lemon  
mango

3. Draw an eraser.  
airplane.  
arrow.  
island.  
onion.  
umbrella.

Now draw a pencil.  
wagon.  
cookie.  
bicycle.  
house.

4. A: We need a pet. (Repeat)      B: I have a dog.  
cat.  
horse.  
pig.  
rabbit.      C: I have an owl.  
eel.  
elephant.  
octopus.  
eagle.

5. You be my partner.  
the captain.  
the leader.  
the mother.  
the teacher.  
the giant.  
the witch.

6. She's tall.  
pretty.  
nice.  
my sister.  
friend.

7. He's strong.  
tall.  
big.  
smart.  
my brother.

8. We're hungry.  
They're angry.  
late.  
tired.  
happy.  
sad.

(Children can pantomime for "We're . . ." When "They're" is used, the class can be divided into two groups facing each other. As they say the sentences, each can point to the other group.)

9. I'm five.  
fine.  
full.  
hungry.  
sleepy.

\* \* \* \* \*

## LESSON 1b - Kindergarten

- TARGETS:**
1. Nominative pronoun: it
  2. Determiners: the, another
  3. Lexical item: have

- NOTES:**
1. Children make believe they're toads. They can hop to their places and sit and stare.
  2. Pronunciation of "the": Because the choice of the vowel sound in this word, /i/ or /ə/, is determined by whether the word that follows begins with a vowel or a consonant, be sure to group the items chosen into those words that begin with the vowel and those that begin with a consonant. Once the students have gotten the conditioning pattern, use the determiner with words beginning with vowels and with consonants.  
Examples:  
/ði/: the apple the elephant the orange  
/ðə/: the green apple the monkey the bird
  3. Teacher holds up an animal picture or an object and tells what it is. Children describe the animal or object using the pronoun "it" for the noun.  
T: I have a ball.  
A: It's red.  
B: It's round.  
(etc.)
  4. Variation of above. Have the actual object. Child closes his eyes. He feels the object and tells about it, using the

- pronoun because he may not have guessed what it is.
5. Have pictures of two similar things or have actual objects. A child holds up one and says: "Here's a kitten." Then holds up the other and says: "Here's another kitten."

### DIALOGUE:

#### Two Toads

I see something.  
It's an ugly-looking thing.  
It's brown and bumpy.  
It's a toad.  
I see another toad.  
The second toad is big and fat.  
The first toad and the second toad meet.  
They sit and stare.  
They wait and wait.  
Soon they see a caterpillar.  
Then they see another caterpillar.  
The first toad and the second toad have a meal.  
"We're still hungry," they say.  
So they sit and wait again.

### EXERCISES:

1. I have a dog. It's fuzzy.  
naughty.  
brown and white.  
always hungry.
2. The kitten's sad. It's wet.  
cold.  
hungry.  
tired.
3. Look, I have a toy. It's new.  
book. "  
sleeping bag. "  
an apron. "  
airplane. "
4. It's a good pet.  
book.  
kite.  
bat.  
glove.  
wagon.

5. They're hungry.  
You're sad.  
We're happy.  
He's lonely.  
She's sleepy.

6. Take another ball.  
turn.  
color.  
book.

7. A:  
The apple's tasty.  
guava's  
cookie's  
muffin's

B:  
Have another apple.  
guava.  
cookie.  
muffin.

## LESSON IIa - Kindergarten

- TARGETS:
1. Interrogative linking
  2. Negative declarative linking
  3. Predicate substitutes
  4. Prepositions: on, like

- NOTES:
1. Substitute names of children.
  2. Children tell what they are like and what they do:  
"I'm like a rabbit. I hop like a rabbit."
  3. One child holds up something and asks another child:  
A: Is this a pencil?  
B: Yes, it is. or No, it's not.  
Teacher can ask a third child to give a complete answer:  
"It's a pencil." or "It's not a pencil."
  4. Teacher asks a child to give another child directions as to where to place an object. Give a clue:  
CUES: table desk chair  
shelf floor book  
"Please put the pencil on the table."
  5. Use stick puppets of dogs. Give the children the puppets.  
The puppy goes up to each dog and asks:  
"Are you my mother?"/"Am I your little dog?"  
Each dog in turn answers:  
"No, I'm not. /No, you're not.  
You're too little. /You're not spotted. /  
You're not big enough. /You're not black. /  
You're not pretty. "  
The last dog can be the puppy's mother and answers:  
"Yes, I am. You're my little lost puppy."
  6. Give a child the name of another child whom he is to find:  
He goes to several children to ask,  
"Are you (Name)?"  
to which the reply would be,  
"No, I'm not." or "Yes, I am."  
Or to ask,  
"Is your name \_\_\_\_\_?"  
to which the reply would be,  
"No, it's not." or "Yes, it is."

## DIALOGUE:

### Part 1 - A Toy

- A: We see a toy on the table. It's not a ball. It's not a block.  
B: Is it a top?  
A: Yes, it is.  
B: Is it a green top?  
A: Silly. No, it's not. It's blue.  
B: I'm like the top. I go round and round.

### Part 2 - A Spider

- A: Look! I see an ugly bug on the floor. It's not long. So it's not a centipede.  
B: Be careful. Is it a spider?  
A: Yes, it is. Is it dangerous?  
B: No, it's not.  
C: You're right. That spider's like a lizard.  
A: Why?  
C: They're not dangerous. They're both helpful.

## EXERCISES:

1. I see a lizard on the table.  
desk.  
floor.  
chair.  
book.  
shelf.
2. 

<u>A:</u> I see a bug. (Repeat)	<u>B:</u> Is it a spider? fly? centipede? beetle? caterpillar?	<u>A:</u> Yes, it is (a spider). No, it's not (a spider).
---------------------------------------	---	---
3. I'm not a spider.  
centipede.  
ball.  
block.  
top.  
lizard.  
rabbit.  
pencil.

4. A lizard's not dangerous.  
 rabbit's  
 kitten's  
 ball's
5. It's not a spider. It's a crab.  
 beetle. bee.  
 pen. pencil.  
 horse. donkey.
- 6a. You look like my brother.  
 sister.  
 friend.  
 (Name).
- 6b. I'm like a giant. I'm tall.  
 flower. pretty.  
 teacher. smart.  
 policeman. strong.

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## LESSON IIb - Kindergarten

- TARGETS:**
1. Prepositions: for, in
  2. Noun substitute: mine
  3. Objective pronoun: it

- NOTES:**
1. Substitute names of children.
  2. Let one child ask another child where something is. The second child answers that the object is "on" or "in" something:  
 A: Where's your ball?  
 B: It's on the table.  
                   in box.
  3. One child asks another child if an object belongs to him. The second child answers.  
 A: Is this your ball?  
 B: Yes, it's mine. or No, it's not mine.  
 (Use stick puppets of the different dogs also.)
  4. One child tells another to "look for" something:  
 "Let's look for your ball."

## DIALOGUE:

### Part 1 - A Lost Ball

- A: Where's my ball? It isn't in my toy box.  
 B: Is this red ball yours?

A: Oh, look. I see it. It's on the roof.

**B: I know.**

4.      A:  
Let's look for your chick.  
                 my pin.  
                 ring.  
                 sweater.

B:  
I see it on the table.  
                 swing.  
                 chair.  
                 floor.

A:  
Let's look for your slipper.  
my lunchbox.

B:  
I see it on the porch.  
in the sink.  
kitchen.  
box.  
crib.

5. I have a present for my teacher.  
mother.  
friend.  
brother.  
sister.

6. A:  
Is this red ball yours?  
black dog  
brown slipper  
big lizard

B:  
No, it isn't. Mine is green.  
Yes, it is. It's mine.  
(For negative answer, give  
another color or size.)

7. A:  
My book is new.  
My sweater's red.  
My pencil's short.  
My pet's a turtle.  
My brother's six.  
My dog's big.

B:  
Mine is old.  
blue.  
long.  
a rabbit.  
eight.  
small.

\*\*\*\*\*

## LESSON IIc - Kindergarten

- TARGETS:** 1. Objective pronouns: him, her, them, me, you  
2. Preposition: with  
3. Lexical item: like

- NOTES:** 1. Substitute names of children. (Teacher provide names.)  
2a. One child asks the whereabouts of another child or children. Next child answers using the objective pronouns:  
A: Where's Nancy?  
B: I see her. She's on the slide.  
2b. A child tells who another child is with:  
"Nancy's with Mary."  
3. One child asks another child to do something with him:  
"Run with me." Or the child suggests that they do something with another child or children:  
"Let's play with him/her/them."  
4. Use pictures for Part 2.

5. Teacher can hold up pictures of similar objects with identifying characteristics. Each child tells which object he likes:  
"I like the red ball."

#### DIALOGUE:

##### Part 1 - A New Ball

- A: Where's (Name)?  
B: I see him/her. He's/She's on the slide. (Name) and (Name) are with him/her.  
A: Let's call them. I have a new ball. Watch me throw it.  
B: I know a game. We throw the ball up. Then we catch it. The catcher's the next tosser.  
A: Let's play that game. I like it. (Name), you be the first tosser.

##### Part 2 - A Guessing Game

- A: Are you a boy or a girl?  
B: I'm not a boy/girl. I'm a girl/boy. You're silly. Now I have a question for you. Tell me, is this a rooster or a hen?  
A: That's not a hen. It's a rooster. I like this game. I like playing with you. Is this an apple or an orange?  
B: It's not an orange. It's an apple.  
A: Now you ask me a question.  
B: Are we little? Are we big?  
A: Silly. We're not big. We're little. My daddy and your daddy are big.

#### EXERCISES:

1. Give her/him the bell.  
          them               stick.  
          me                lemon.  
          Sally             pet.  
          (etc.)            pebble.
2. Let's play a game with (Names).  
                             her.  
                             him.  
                             them.
3. Come play with me.  
          eat  
          rest  
          swing  
          slide  
          catch

4. I like playing ball with her.  
swimming him.  
singing them.
5. I play with him every day.  
run her  
them  
it  
(Names)
6. They play with me on Saturday.  
her the slide.  
him the jungle gym.  
(Name) in the park.  
them the yard.  
the room.
7. They have a present for you.  
We net  
I pet  
pencil  
belt
8. They like you.  
We see  
I
9. I like my new kite.  
bicycle.  
baby sister.  
doll.  
teacher.  
wagon.  
pet.

## LESSON IIIa - Kindergarten

- TARGETS:**
1. Interrogative present progressive
  2. Affirmative declarative present progressive
  3. Objective pronoun: us

- NOTES:**
1. Use motions as much as possible.
  2. Ask a child to perform an action. Another child can tell what the first child is doing. Or the second child can guess and ask a question:  
"He's jumping." or "Are you jumping?"
  3. If children have difficulty with the contractions, use the full form until it is mastered.
  4. Have pictures available. Ask children to tell what's happening in each picture. Refer to the teacher's guide portion of the manual on the proper use of pictures.
  5. "What's Missing?" Teacher places five to ten objects in a spot where every child can see the objects clearly. Everyone closes his eyes. The teacher taps a child on his shoulder. That child removes an object and hides it. Then the child calls on another child and asks:  
"(Name), what's missing?"  
The child called on answers: "The button's missing."  
First Child: "You're right. The button's missing." or "You're wrong."  
After calling on three children to guess, the first child gives the right answer and the game is continued.

### DIALOGUE:

#### Part 1 - A Game

- |                                  |                                |
|----------------------------------|--------------------------------|
| Are you listening well?          | (point to ear)                 |
| Are you watching me?             | (point to eye)                 |
| I'm playing a game.              |                                |
| Come and join me.                | (gathering motion)             |
| I'm the teacher.                 | (Substitute "I'm the pupil.")  |
| This is our room.                |                                |
| Play with us.                    |                                |
| You're a boy.                    | (point to boy)                 |
| You're a girl.                   | (point to girl)                |
| I'm a girl.                      | (only girls, pointing to self) |
| I'm a boy.                       | (only boys, pointing to self)  |
| This big book is for us.         |                                |
| This little book is for us, too. | (hold up examples)             |

This is my right hand.  
 This is my left hand.  
 We're playing a game.  
 Are you enjoying it?

## Part 2 - A Playhouse

The hammer is going "Rap, rap, rap" on the board.  
 The saw is saying "Z-zz-z-zz."  
 The man is smoothing the rough board.  
 A carpenter's working in his shop.  
 An old apple box is changing.  
 The carpenter's building something.  
 He is sawing.  
 He's hammering.  
 He's rubbing.  
 He's building us a playhouse.

## EXTRA MATERIAL:

A Nonsense Song (To the tune of "Are You Sleeping?")

Are you crying?	Is she laughing?
Are you crying?	Is she laughing?
Little Sue, Little Sue.	Little Sue, Little Sue.
I am sad and crying,	She's already rolling,
I am sad and crying.	She's already rolling.
Boo, hoo, hoo. Boo, hoo, hoo.	Ha, ha, ha. Ha, ha, ha.

Is he playing?  
 Is he playing?  
 Little Sue, Little Sue.  
 He is sleeping soundly,  
 He is sleeping soundly.  
 Z - z - z.  
 Z - z - z.

Are they working?  
 Are they working?  
 Little Sue, Little Sue.  
 They are helping mother,  
 They are helping mother.  
 Sweep, sweep, sweep.  
 Sweep, sweep, sweep.

## EXERCISES:

- |                        |               |
|------------------------|---------------|
| <u>A:</u>              | <u>B:</u>     |
| Is he playing with us? | Yes, he is.   |
| swimming you?          | No, he isn't. |
| going her?             | (etc.)        |
| them?                  |               |
- |                       |
|-----------------------|
| Is father eating now? |
| mother going          |
| he/she bathing        |

Is it leaving now?

Are they

we

(Use nouns also.)

3. What is he eating now?

she doing

are they

we

Where's (Name) going now?

4. I'm hammering on a nail.

He's using an apple box.

She's working in the shop.

We're building a playhouse.

You're standing on the box.

They're

5. He's watching us work.

She's play.

They're paint.

build the toy house.

6. Is he your brother?

father?

friend?

she mother?

sister?

friend?

Are we late?

you early?

they right?

your mother and father late?

\* \* \* \* \*

### LESSON IIIb - Kindergarten

- TARGETS:
1. Infinitive
  2. Negative declarative present progressive
  3. Preposition: to
  4. Lexical item: want to

- NOTES:
1. Substitute names of children.
  2. Children can tell where they're planning to go on Saturday: "I'm going to the farm."
  3. Tell what they're planning to do: "I'm going to feed the dog."

4. Change the above two to the negative declarative: "I'm not going to the farm." "I'm not going to feed the dog."
5. While a child is performing an action, another child asks: "What are you doing?" First child answers: "I'm scratching my head." Or the second child can ask a third child: "What is (Name) doing?" Third child answers: "He's/She's scratching his/her head."
6. Use live fish in aquarium, insects in jars, etc., and have children describe what it's/they're doing; i.e., describe action using present progressive.
7. Teacher asks each child: "What do you/they want to do tomorrow?" Or a child can be asked to be the spokesman for his friends. Ask children to answer in complete sentences: "I/They want to paint tomorrow."

#### DIALOGUE:

##### Part 1 - A Playmate

A: I'm a little yellow duck.  
I'm not afraid to swim.  
I swim like a fish.  
I'm going down to the pond now to swim.  
Are you coming with me?

C: I'm a dog.  
I'm not swimming.  
I'm not going to look for a bug.  
I'm not hungry.  
I want to play.  
I'm looking for a little boy/  
girl to play with.

B: I'm not a duck.  
I'm a little chick.  
I like to eat.  
I want to look for a bug.  
I'm not going down to the pond with you.  
I'm going to the garden to look for a bug.

D: I'm a little boy/girl.  
I'm looking for a nice little pet.  
Please be my pet, little dog.  
Here's a ball for us to play with.

##### Part 2 - A Dime to Spend

A: I have a dime.  
B: What are you going to do with it?  
A: Let's go to the store tomorrow.  
B: What are you going to buy?  
A: Let's look for a toy to buy. I want to get a new toy truck.  
B: I'm going to get my dime.

A: Good. What are you going to buy?

B: I'm not going to buy a toy. I'm going to buy something to eat and give you some.

### EXERCISES:

1. Are you going to the store?  
they zoo?  
we farm?

Is she/he beach?

(Change to the affirmative declarative: "I'm going to the store.")

2. You're not going to play today.

They're swim

We're run

I'm visit

He's paint

She's help

(Change to: "He isn't/We aren't ...", etc.)

Change to the interrogative form: "Is he going to play today?"

3. A: Are you going to visit your friend today?  
the beach  
(etc.)

B: No. I'm not going anywhere. I have to help my father.

4. We're not swimming today.

We aren't painting

playing

going

taking a nap

5. I want to play with you.

go

ride

sit

swim

dig

\* \* \* \* \*

### LESSON IIIc - Kindergarten

- TARGETS:
1. Prepositions: from, around, down
  2. Strengthening the use of the interrogative linking
  3. Strengthening the use of the declarative and interrogative present progressives
  4. Lexical item: tell

- NOTES: 1. Use pictures for Part 1.
2. Use motions to dramatize Part 2.
3. Ask for other sources of sounds, patterned according to sentences in Part 2.
4. Show pictures of objects and also of action. Ask questions like: "Is the flower red?" or "What's the baby duck doing?"
5. Have circles of colored paper scattered on the floor. Have the children make a circle around the circles. Let children take turns giving directions to another child. The child called steps in to perform action:  
 "(Name), jump from a red circle to a blue circle."  
 "(Name), walk around a red circle."  
 Variation: Teacher can call another child to tell what the child is doing:  
 "He's jumping from a red circle to a blue circle."
6. Children give directions about walking, etc., around something: "Walk/Run around the room once."

## DIALOGUE:

### Part 1 - Watching

- A: What's the baby rabbit doing?
- B: The baby rabbit's eating.
- A: Is the mother rabbit eating, too?
- B: No, it's not. It's telling the baby to eat slowly.
- A: What's the calf doing?
- B: The calf's drinking from a tub.
- A: Is it thirsty?
- B: Yes, it's thirsty.
- A: What are Mother Duck and Baby Duck doing?
- B: They're playing in a pond.
- A: Are they happy?
- B: Yes, they're happy. Mother Duck's watching her baby.
- A: What's the lamb doing?
- B: It's running down the hill. It's running away from its mother.
- A: What's around its neck?
- B: A bell's around its neck.

### Part 2 - Funny Noises

Tap, Tap, Tap

- 1st Child: Who's knocking on my door?
- 2nd Child: It's only a tree branch.

1st Child: What's buzzing out in the yard?  
2nd Child: It's just a busy honey bee. It's buzzing around a flower.  
Boom, Boom, Boom  
1st Child: Where's the noise coming from?  
2nd Child: A little boy is beating his drum.  
Toot, Toot, Toot  
1st Child: What's that sound?  
2nd Child: It's coming from that band. The band's marching down the street.  
Tick tock, Tick tock  
1st Child: Grandfather Clock is singing a song.  
2nd Child: He's telling us, "Go to bed. Go to bed."  
Zzz, Zzz, Zzz

1. This present's from my uncle.  
pencil's friend.  
ball's aunt.  
toy's father.  
sweater's mother.

2. A: I see a new girl.  
B: Is she from another school?  
Kona?  
Honolulu?  
Waimea?  
C: Yes, she is. She's from \_\_\_\_\_.  
No, she's not. She's from \_\_\_\_\_.

3. A: Is she going to walk around the house? Yes, she is.  
run park? No, she isn't.  
he skip car? Yes, he is.  
farm? No, he isn't.  
building? (etc.)  
schoolyard?  
baseball field?

4a. He's walking down the street.  
She's limping down the hill.  
They're skipping  
running  
hopping  
rolling

4b. (Change above to negative: "No, he's not walking down the street." etc.)

5. Please tell me a story.  
us riddle.  
joke.
6. Tell your brother to hurry.  
friend run.  
skip.

## LESSON IVa - Kindergarten

- TARGETS:**
1. Irregular past: took, had, saw, were, sat, put, met, gave
  2. Regular past: /-d, -t/ endings
  3. Prepositions: through, at
  4. Interrogative "did-didn't"
  5. Predicate substitute "did-didn't"
  6. Noun determiner: kind of

- NOTES:**
1. The pronunciations of the regular past tense endings are determined by the following conditions:  
/-əd/ after stems that end in /t d/, e.g., melted -- not a target of this lesson.  
/-t/ after stems that end in /p k ʧ f θ ʃ/, e.g., stopped.  
/-d/ after stems ending in voiced sounds except /-d/, e.g., climbed, played.
  2. Substitute names of children.
  3. Teacher asks children a question and children answer in the past tense:  
T: Did you take the ball out?  
C: I took it out yesterday.  
(Use the other irregular past tenses introduced in this lesson.)  
Use other regular verbs with /-t/, /-d/ endings (stop, pack, miss, wish, watch, laugh, try, fill, play, dream, work, borrow) with "wh-" questions.
  4. Children ask questions beginning with "did-didn't".  
Children give short answers to another child's question:  
"Yes, I did." "No, I didn't."
  5. Teacher asks questions about the lesson. Complete sentences are called for in the responses: "What did the lamb do?" "What did it try to do?"  
"What did the teacher do with the lamb?" etc.
  6. Children can be asked to make believe. They say:  
"I walked through the jungle yesterday. I met a lion. It gave me an apple. I put the apple in my pocket/basket."
  7. Each person tells what he saw on a make-believe trip to the zoo or on a real trip somewhere:  
"I saw a pink elephant."
  8. Call three children at a time to the front of the room. Ask each to perform an action. If they have difficulty deciding what to do, you can whisper a suggestion to each of them. When they are through performing, the class tells what each child did: "Mary waved. / John hopped. / Bill coughed."

9. For extra material use "Good Morning" by Muriel Sipe. Arbuthnot, May Hill, Time for Poetry. Chicago, Illinois: Scott, Foresman and Company, 1952, p. 60.

## DIALOGUE:

### Part 1 - The Circus

A: Did you go to the circus yesterday?

B: No, I didn't. Did you go?

A: Yes, I did. My father took me. I had a good time.

B: What did you see?

A: I saw a bear, a clown, and a lion. The bear and the clown were silly.

B: Didn't the lion scare you?

A: No, it didn't. It listened to the trainer. It sat up. It jumped through a hoop.

B: What kind of face did the clown have?

A: First he had a sad face. Then he put on a happy face.

B: Did the clown have a floppy hat?

A: Yes, he did. He also had a funny shirt.

B: Once I met a clown at the supermarket. He gave me a balloon and a lollipop.

### Part 2 - The Lamb

A: Did you see the lamb yesterday?

B: No, I didn't. Who had it?

A: (Name) did. His uncle gave it to him.

B: What kind of lamb did he get?

C: I saw the lamb. It had a black nose and a short tail. It cried and cried. It tried to get out.

A: The teacher put the lamb out in the yard. We sat on the porch and watched it.

C: It looked and looked at us.

B: Didn't it run away?

C: No, it didn't. We were worried. We gave it a carrot. It nibbled at the carrot.

A: It stopped crying and (Name) took it home.

## EXERCISES:

1. A:

Did (Name) take the ball?  
Did he have a good time?  
Did (Name) see the clown?  
Did you sit in the front row?  
Did you put your picture away?  
**Were they at the circus?**

**B:**  
Yes, he took it.  
Yes, he did.  
No, he didn't.  
(etc. )

Yes, they were.  
No, they weren't.

**Did he give you a balloon?**

**Did you meet the clown?**

**(In all questions, substitute other names and pronouns.)**

2. (Name) saw the lamb at my house.

kitten

(Pronoun) puppy

goat

gave it a carrot.

an apple.

a banana.

took the lamb home.

ball

box

toy

kitten

The teacher had a lamb at her house.

**rabbit**

**mouse**

**We were worried.**

**hungry.**

tired.

thirst

Everyone sat quietly.

up.

down.

on the floor.

on the mat.

on the bench.

around the teacher.

around the tree.

**3. A:**

**What kind of face did he have?**

**shirt**

**coat**

# hat

**B:**  
He had an angry face.  
an orange shirt.  
a red coat.  
a droopy hat.

4.     A:  
What kind of puppy is it?  
              flower  
              pet  
              dress

B:  
It's a police dog.  
         hibiscus.  
         cat.  
         muumuu.

5.     I want to have the same kind of doll.  
                                dress.  
                                toy.  
                                airplane.  
                                baseball glove.

6.     A:  
Where did you see the principal?  
                    meet mailman?  
                    policeman?

B:  
I saw him at school.  
         met the post office.  
                 the police station.  
                                the fire station.

What did you give the dog?  
                    the cat?  
                    your friend?  
                    your mother?

I gave the dog a bone.  
         the cat a fish.  
         my friend a present.  
         my mother a kiss.

Did you take my truck home?  
                    painting  
                    Halloween mask

No, I took my own truck home.  
                                painting  
                                Halloween mask  
  cookie

Where did you put the doll?  
                    airplane?  
                    puzzle?

I put it in the doll corner.  
                    on the shelf.  
                    away.

Didn't you have a red pencil?  
                    black sweater?  
                    sore throat?  
                    toothache?

No, I had a green pencil.  
                    blue sweater.  
                    sore stomach.  
                    headache.

7.     A:  
Why is (Name) crying?  
         he  
         she

B:  
(Name) pushed him.  
         punched her.  
         kicked  
         laughed at  
         grabbed

## LESSON IVb - Kindergarten

- TARGETS:**
1. Declarative "did" (negative and affirmative)
  2. Regular past: /-əd/
  3. Irregular past: was
  4. Lexical item: stay

- NOTES:**
1. Substitute names of children.
  2. Children can make believe they're Tommy and act out some parts.
  3. Children can tell what they or someone else failed to do: "I didn't eat my dinner."
  4. Tell where someone was yesterday:  
"Mary was in the park yesterday." Have a second child change the sentence given to the interrogative form:  
"Was Mary in the park yesterday?" Third child can answer: "Yes, she was." or "No, she wasn't."
  5. Children make believe they have pets. They order their pets to stay in a certain spot or stay at home:  
"Pluto, stay in your box."

### DIALOGUE:

#### Part 1 - A Naughty Kitten

Little Tommy was a very naughty kitten. He didn't obey his mother. He hated to wash up. He didn't like to stay still. He didn't want to learn anything. His mother scolded him every day. Finally one day, he did promise to be good.

Sister: Mew, Mew. Tommy chased me. He pulled my tail.

Mother: He was naughty yesterday, too. He rolled in my garden. Then he took a long nap in it. I had to punish him.

Tommy: I didn't mean to be bad. I wanted to play with Sister.

Mother: Yes. You promised to be good. And you did catch a mouse. I was proud of you.

Tommy: I was a bad kitten. But I'm trying very hard to be good.

#### Part 2 - Punishment

A: (Name), I didn't see you at the baseball game yesterday. Where were you?

B: I stayed at home with my mother. She didn't let me go.

A: Didn't you want to go?

B: Oh, I wanted to go. My father took my brother.

A: Why didn't he take you?

B: I was naughty. I melted a crayon on the stove.

A: Did your mother spank you?

B: No, she didn't. I was lucky. She just talked to me.

### EXERCISES:

1. The cat was hungry.  
It pretty.  
wet.  
black and white.
2. (Name) was in the house.  
She in the car.  
He with his dog.  
I on the porch.  
It on the steps.
3. (Name) and (Name) were on the porch.  
They on the bed.  
You on the slide.  
We on the floor.  
in the schoolroom.  
at school.  
at the park.  
at home.  
down at the beach.  
with the teacher.
4. (Name) and (Name) were at the park.  
They/We  
He/She was  
You/I  
It
5. We stayed at a hotel yesterday.  
home  
the beach
6. Please stay still.  
in the house.  
in the car.  
in the classroom.  
there.
7. He's staying with his uncle.  
sister.  
grandmother.  
friend.  
teacher.

- 8a. (Substitute names and other pronouns.)  
 He lighted a match.  
 She melted a crayon.  
 He petted the dog.  
 He patted me on the head.  
 The pony trotted in the park.  
 My father needed a new rake.  
 We hated to go to bed early.
- 8b. Variation: Teacher uses a pronoun in her model sentence.  
 Children substitute a noun and vice versa.  
 T: He petted the dog.  
 C: Dick petted the dog.
9. (Name) wanted to go.  
 He stay.  
 (etc.) listen.  
 learn.
10. (Name) didn't want to listen.  
 She play.  
 He learn.  
 They eat.  
 sing.  
 obey.  
 stay at home.
11. We fished in the pond. We're wet!  
 They waded They're  
 landed  
 stayed
12. I kicked the ball.  
 pitched  
 batted  
 bounced  
 pounded
13. I looked for you.  
 called him.  
 searched my dog.  
 hunted my little sister.  
 shouted my little brother.  
 waited

## LESSON IVc - Kindergarten

- TARGETS:**
1. Preposition: under
  2. Irregular past: made
  3. Regular noun plurals: /-s, -z, -əz/ endings
  4. Noun determiner: many

- NOTES:**
1. Substitute names of children.
  2. The pronunciations of the noun plural endings are determined by the following conditions:  
/-əz/ after stems that end in /s z ʃ ʒ ç j/,  
e.g., glasses, watches;  
/-s/ after stems that end in /p t k f θ/, e.g., hops, hits;  
/-z/ after all other stems, viz. those ending in  
/b d g v ð m n ŋ l r/, vowels, and semivowels,  
e.g., bids, goes.
  3. Children can ask each other whether they had watched a particular TV program or a community event (parade, etc.). Give short answers.
  4. Each child can ask someone: "Did you see my \_\_\_\_\_ anywhere?" Second child answers: "I saw it under the \_\_\_\_\_." Or he can come back with another question: "Did you look under the \_\_\_\_\_?"
  5. Each child can ask another child whether he brought a particular item to school. Second child gives a short answer:  
A: Did you bring a raincoat?  
B: No, I didn't. / Yes, I did.
  6. Teacher tells about having or seeing one thing. Child says he has or sees more than one of that thing, or many:  
T: I have a top.  
C: I have two/many tops.  
(box, dog, watch, dish, pencil, ruler, star, duck, dress, sweater, cat)
  7. Teacher asks each child:  
T: What did you or your mother make yesterday?  
C: I made a mud pie. She made a real cake.
  8. Song: "Did You Ever See a Lassie?"
  9. Use whatever lesson that's appropriate.
  10. Class can play a game. Child leaves the room. Teacher picks another child to hide a safety pin or coin under something. The first child is called back in to guess the hiding place. Children use this pattern:

A: I put a pin under something. Where is it?  
B: Is it under a chair? (Child gets 3 guesses)  
A: No, it isn't. / Yes, it is. (If child doesn't  
guess: "It's under my shoe.")

11. For extra material refer to "Jump or Jiggle" by Evelyn Beyer. Arbuthnot, May Hill, Time for Poetry. Chicago: Scott, Foresman and Co., 1952, p. 88.

## DIALOGUE:

### Part 1 - Christmas

A: Did you see the Christmas tree in our room?  
B: No, I didn't.  
A: Come in and look at it.  
B: Oh, it's pretty. Did the teacher bring the lights?  
A: Yes, she did.  
B: Who made the decorations?  
A: We helped the teacher. We made the bells and snowflakes.  
B: In our class, we made presents for our parents. We wrapped the presents to put under the tree.  
A: We have many boxes under our tree at home.  
B: I like Christmas.

### Part 2 - Halloween

The boys and girls made masks for Halloween. They painted the masks. Some masks looked very scary. Some masks looked funny. Then the boys and girls put the masks on.

Teacher: Ooh! We have many cats and owls in this room.  
Child: Yes, and I see many witches and bats, too.  
Witch: Hee, hee. I'm a witch. Where's my broom? Cats, bring me my broom. I want to ride on it.  
Cats: Where is it?  
Witch: I put it under a log.  
Owls: Whoo-oo, Whoo-oo. We're owls. We see your broom. Look under that old log.  
Witch: Thank you. I'm going to visit many many houses tonight. All you witches, come with me. Bring your cats along.  
Bats: We're bats. We want to go with you, too.  
Witch: Come along then.

## EXERCISES:

1. We made cookies at school.  
     decorations church.  
     leis home.  
     puppets  
     jack-o-lanterns  
     turkeys  
     stars  
     candles  
     snowflakes  
     Santa Clauses
2. We made Halloween masks last week.  
     They puppets  
         pancakes  
         mud pies  
         sandwiches
- 3a.     A: (every day)                      B: (yesterday)  
     We make our teacher angry.     We made our teacher angry.  
     I            my brother cry.        I            my brother cry.  
                  mother happy.                    mother happy.  
                  friend laugh.                    friend laugh.
- 3b. My father made me wash the dishes.  
     mother                    feed the dog.  
                                 watch the baby.  
                                 wipe the table.  
                                 apologize.
4. We saw some snakes in the picture books.  
     ants  
     ducks  
     parakeets  
     sharks  
     rabbits
5. Dogs and bears growl.  
     Witches and birds fly.  
     Seahorses and fishes swim.  
     Cats and tigers prowl.  
     Horses and zebras gallop.
6. (Can be acted out.)  
     A: A bird is sitting on the fence.  
     B: Another bird is coming to join him.  
     C: Now, two birds are sitting on the fence.  
     (Number in "C" can be changed if more join the first. Can be  
     done either by repeating "B" or by altering "B" to "two (etc.)  
     birds are coming to join him.")

CUES:	goat	chick
	crab	A dove
	bug	An Indian chief
	pup	

7. A: Did Santa Claus bring you many presents last year?  
a doll  
a popgun  
a story book  
many toys

B: Yes, he did.  
No, he didn't.

8. We see many dogs every day.  
draw pictures  
hear airplanes  
play games  
sing songs

9. We have many guavas at home.  
pets  
shells  
bananas  
flowers

10. Let's hide under the house.  
crawl  
sneak  
peek

11. A:  
Where's the cockroach?  
(Repeat question)

B:  
It's under the chair.  
desk.  
sink.  
table.  
rug.

12. We saw a centipede under a rock.  
ladybug leaf.  
snail board.  
worm log.  
mantis bush.

## LESSON Va - Kindergarten

TARGETS: 1. Third person singular present tense: /-s, -z, -əz/

- NOTES: 1. The pronunciations of the 3rd person singular present tense verb endings are dependent on the same conditions as those for the noun plural. Refer to the Notes Section of Lesson IVc.
2. Each child tells what a member of his family does every day: "My sister cooks dinner every day."
  3. Each child tells what different animals do: "The dog barks at me."
  4. Each child tells what different workers do every day: "A policeman rides in his car."
  5. Children can make up sentences about what their fingers do: "This little finger points at you." "This thumb turns a page," etc.
  6. For extra material use "A Goblin Lives in Our House" by Rose Fyleman. Arbuthnot, May Hill, Time for Poetry. Chicago: Scott, Foresman and Co., 1952, p. 132.

### DIALOGUE:

#### Part 1 - My Family

Father works at the wharf.

He loads a truck.

Mother works at home.

She cleans and cooks.

Sister helps mother.

She washes and irons.

Brother helps father.

He weeds the garden.

Baby plays in his playpen.

He hugs his Teddy Bear.

I come to school.

I learn to play with everyone.

#### Part 2 - What They Do

A duck splashes around in a pond.

A mongoose hides in a hole.

A mynah bird chatters all day long.

A lizard waits very quietly for a bug.

A chicken scratches for a worm.

A dog digs a hole.

A lazy cat sleeps on the porch.

A bumblebee buzzes around a boy and chases him away.

After Lesson Va: Teacher can ask these questions after using the poem "Jump or Jiggle": What does a frog do? -- "A frog jumps." What does a caterpillar do? -- "A caterpillar humps." (worm, bug, rabbit, horse, snake, seagull, mouse, deer, puppy, kitten, lion, boy, girl)

## EXERCISES:

1. My mother helps me.  
my brother.  
sister.  
friend.
2. My cat sleeps in a basket.  
on the porch.  
on my chair.  
with me.  
in the truck.
3. (Name) runs around the park.  
through the yard.  
like a deer.  
in the park.
4. He rides on a motorcycle.  
in the back seat.  
with his father.  
in a car.  
in/on an airplane.
5. My friend watches her dog.  
the airplane in the sky.  
my baby sister.
6. She walks to school every day.  
He rides  
runs  
goes
7. The teacher watches us at recess.  
holds an umbrella.  
swings with us.  
plays with us.  
sits and talks.
8. He works at home.  
She swims at the beach.  
My father walks in the park.  
My friend pets the brown dog.  
A girl hides the basket.  
A boy catches the butterfly.  
bounces the ball.

## LESSON Vb - Kindergarten

- TARGETS:**
1. Interrogative "do-does"
  2. Predicate substitutes "do-does/don't-doesn't"
  3. Lexical item: ask
  4. Irregular 3rd person singular verb: has

- NOTES:**
1. Substitute names of children.
  - 2a. One child asks another child if he does or likes something: "(Name), do you swim?"
  - 2b. One child asks a second child about another child.  
Second child gives a short answer:  
A: Does (Name) know the new game?  
B: Yes, he does. or No, he doesn't.
  3. "Doggie, Doggie, someone took your bone."  
One child sits with back to class. An eraser (bone) is placed on the floor behind him. Teacher points to another child who creeps up to steal the bone. When the child is back in his place, the class chants:  
"Doggie, Doggie, someone took your bone."  
Doggie has three chances. Asks each child in turn:  
"Do you have my bone?"  
Child answers: "Yes, I do. /No, I don't."  
After three wrong guesses, Doggie can ask:  
"Who has my bone?" Child answers: "I do."  
The "thief" is always the next Doggie.
  4. Children can sing "Do You Know the Muffin Man?" and make up their own words.
  5. For extra material: Arbuthnot, May Hill, Time for Poetry. Chicago, Illinois: Scott, Foresman and Company, 1952.
    - a) "Cat" by Mary Britton Miller, p. 48.
    - b) "What Does the Bee Do?" by Christina Rossetti, p. 4.

### DIALOGUE:

#### Part 1 - A Pet

- A: Do you have a pet at home?  
B: Yes, I do. Do you?  
A: Yes. I have a puppy . . . and my brother has a kitten.  
B: Does your puppy cry at night?  
A: No, he doesn't.  
B: I have a puppy and he does. My father is always scolding him.  
A: Do you know how to keep him quiet?  
B: No, I don't.

A: Well, he misses his mother. So wrap a blanket around a clock. Put it in the box with your puppy. It sounds like his mother. I did that with my puppy. Then my puppy didn't cry at night.

## Part 2 - A Camping Trip

A: Do you want to go camping with us?

B: Yes, I do. Where are you going?

A: We're going to Hapuna. Do you have a sleeping bag?

B: No, I don't. Does your mother have an extra bag for me?

A: Yes, she does. She has an extra bag. Ask your mother for a blanket. Does your father take you camping?

B: No, he doesn't. He works every Saturday.

## EXERCISES:

1.     A:  
       Does your father     work on Sunday?  
           he               go fishing?  
           your mother   drive a car?  
           she             go to Kona often?  
                           like to swim?  
   B:  
   Yes, he does.  
   No, he doesn't.  
   Yes, she does.  
   No, she doesn't.  
   (etc.)
2.     A:  
       Does (Name) like to   swim?  
           the dog           play?  
           she               jump?  
           he               slide?  
   B:  
   Yes, he does.  
   No, she doesn't.  
   Yes, she does.  
   No, he doesn't.
3.     A:  
       Do you               have a pet   at home?  
           they             puppy  
           Robert and Lani   bunny  
                              monkey  
                              duck  
   B:  
   Yes, I/we do.  
   No, they don't.  
   Yes, they do.  
   (etc.)
4.     A:  
       Do you   need a new   pencil?  
           they               desk?  
                              puzzle?  
                              toothbrush?  
                              pet?  
   B:  
   Yes, I/we do.  
   No, they don't.  
   (etc.)
5.     Do Todd and Billy   want to   play?  
       Does he/she           run?  
       Do they               hum a song?  
       Do you

6. Do you want to go to town with them?  
 Does he/she camping  
 Does Johnny swimming  
 Do they fishing  
 Do Mary and Billy

7. A: B:  
 Do you sing well? Yes, \_\_\_\_\_ do.  
 Does he/she paint Yes, \_\_\_\_\_ does.  
 Mary draw No, \_\_\_\_\_ doesn't.  
 they cut No, \_\_\_\_\_ don't.  
 Kimo and Beverly

8. We're going to ask her to swim with us.  
 him to camp  
 them to jump  
 to ride

9. Do you want to ask your mother?  
 father?  
 sister?  
 teacher?  
 brother?  
 friend?

10. A: B:  
 Does (Name) have a sandwich? Yes, he has many sandwiches.  
 he pencil? pencils.  
 she stick? sticks.  
 ribbon? ribbons.  
 bandage? bandages.

11. A: B:  
 I have a good time every day. He has a good time every day too.  
 We breakfast She breakfast  
 lunch (Name) lunch  
 dinner dinner  
 appetite appetite  
 laugh laugh

12. My father has a new car.  
 job.  
 hammer.  
 hunting dog.  
 lawnmower.  
 fishing pole.

## LESSON Vc - Kindergarten

- TARGETS:**
1. Negative declarative "don't-doesn't"
  2. Negative interrogative "don't-doesn't"

- NOTES:**
1. Substitute names of children to avoid confusion as to who is talking.
  2. Children can tell what they don't like or want to do: "I don't want/like to paint." Then another child can say what the first child doesn't like or want to do: "Mary doesn't like/want to paint."
  3. Children can ask each other about someone: "Doesn't Mary need a pencil?" "Don't you want to play?" Another child can give a short answer: "Yes, she does. / No, she doesn't." or "Yes, I do. / No, I don't."
  4. Game: "Button, Button"  
All the children sit with their hands before them, cupped. One child is "It". The teacher, or another child, has a button or any small object in her cupped hands. She goes around the room, placing her cupped hands over those of all the children. One child receives the button. "It" tries to guess who has the button. He has three guesses. The person with the button becomes the next "It".  
"It": (Name), do you have the button?  
A: No, I don't. / Yes, I do.  
(If his three guesses are wrong, "It" asks:  
"Who has the button?"  
C: I do. I have the button.

### DIALOGUE:

#### Part 1 - A Pet at Home

- A: Do you have a pet at home?  
B: I do.  
C: I do, too.  
B: I have a pet dog. My dog doesn't like to stay in his house. He likes to sleep in the yard.  
C: I keep my parakeet in its cage.  
D: Doesn't your parakeet try to get out?  
C: No, it doesn't. It feels safe in its cage.  
D: I have a turtle for a pet. My turtle doesn't like to stay in its bowl. It tries to crawl out every day.  
B: Don't you have it in a turtle dish?  
D: No, I don't. I use a piepan.

B: I have a turtle dish. Why don't you use it for your turtle?  
D: Thank you.

## Part 2 - Recess

A: I hear the recess bell. Let's go out to play.  
B: I don't want to go out.  
A: Don't you want to play on the jungle gym today?  
B: No, I don't. I want to play in here.  
A: The teacher doesn't want us to play in here at recess. Let's play on the slide.  
B: I don't want to play on the slide.  
A: Doesn't (Name) have a jump rope? Let's ask her to let us play with it. Don't you want to do that?  
B: Okay, let's ask her.

## EXERCISES:

1. I don't want to play any more.  
draw  
sing  
color
2. We don't have a bulldog at home.  
They turtle  
parakeet  
duck  
pig  
truck  
jungle gym  
pet  
broom  
book
3. You don't have to sit down now.  
sing  
talk  
push  
sleep
4. I don't need a new pencil.  
You dress.  
We shirt.  
They sweater.
5. Mary doesn't like apples.  
He tomatoes.  
She oranges.  
peaches.  
grapes.

6. A lion doesn't bark, but it growls.  
 rabbit swim, hops.  
 worm hop, crawls.  
 fish run, flies.  
 dog mew, barks.  
 horse crawl, gallops.

7. He doesn't eat his lunch.  
 She doesn't have a cushion.  
 (Name) room.  
 broom.  
 book.

8. A:  
 Don't you have to stop coloring now?  
 we playing  
 they making noise  
 I running  
 Bill and Mary pulling  
 pushing

B:  
 Yes, I do.  
 No, we don't.  
 Yes, they do.  
 No, you don't.  
 (etc.)

9. A:  
 Doesn't Roy want to play?  
 she cook?  
 he run?  
 jump?  
 look?  
 sing?

B:  
 No, he doesn't.  
 Yes, she does.  
 (etc.)

10. A:  
 Doesn't he have to clean the table?  
 Don't I pull the wagon?  
 you want to hook a fish?  
 we go on the roof?  
 she look at a book?  
 John  
 they  
 (Name) and (Name)

B:  
 Yes, he does.  
 No, you don't.  
 Yes, I do.  
 No, we don't.  
 (etc.)

## LESSON Vd - Kindergarten

- TARGETS: 1. Preposition: after  
2. Strengthening the use of "do-does" in the negative interrogative and negative declarative

- NOTES: 1. Substitute names of children.  
2. Use transfer exercises suggested in Vc.  
3. Children tell what they do "after school," "after a nap," "after recess."  
4. For extra material use "Action Rhyme" by E. H. Adams. Choral Speaking. Honolulu, Hawaii: Department of Education, 1964. (Children can pretend to be policemen.)

### DIALOGUE:

#### Going to the Dentist

- A: Hi, (Name). Where are you going?  
B: Hi, (Name). I'm going to the park to watch the baseball game. Don't you want to come with me?  
A: Yes, I do.  
B: Why don't you ask your mother.  
(Name) goes to ask his mother. He comes back. )  
A: My mother doesn't want me to go now. I have to go to the dentist this afternoon. I don't mind going to the dentist.  
B: I do. Doesn't the dentist scare you?  
A: No, he doesn't. He's very careful not to hurt me.  
B: I don't have a cavity now. I brush after every meal. I learned that from TV.

### EXERCISES:

- |    |   |  |
|----|---|--|
| 1. | <u>A:</u><br>Doesn't (Name) like to swim?<br>throw a ball?<br>run?<br>slide?<br>swing on the jungle gym?              | <u>B:</u><br>Yes, she does.<br>No, he doesn't.<br>(etc.) |
| 2. | <u>A:</u><br>Don't you have a thick rug?<br>thin pencil?<br>thin book?<br>new bathtub?<br>sore throat?<br>sore thumb? | <u>B:</u><br>Yes, I do.<br>No, I don't.<br>(etc.)        |

3. He doesn't listen to his mother.  
She her father.

sister.  
teacher.  
brother.

(Name) doesn't want to slide any more.

catch  
run  
listen  
watch  
throw  
jump

4. They don't want to swim any more.

We slide  
run  
swing  
read  
listen  
jump

5. (Teacher: Change subject. Have children choose "don't" or "doesn't".)

A:

Don't (Name) have a new slide?

Doesn't they  
he/she  
we  
you  
the school

(Name) and (Name)

B:

No, \_\_\_\_\_ don't.  
No, \_\_\_\_\_ doesn't.  
Yes, \_\_\_\_\_ do.  
Yes, \_\_\_\_\_ does.

6. (Pronoun) doesn't want to play after the class.  
work the game.  
stay the movies.  
go home the show.  
draw the puppet show.  
paint  
swim

## LESSON VIa - Kindergarten

- TARGETS: 1. Modals:
- may (to ask permission) - interrogative, predicate substitute, negative and affirmative declarative
  - can - interrogative, predicate substitute, affirmative and negative declarative
2. Noun substitute: much

- NOTES: 1. Each child can ask to bring something or someone else to the party. Another child can give a reason for approving or disapproving the request.
2. Each child can ask another child if he can do something. Second child gives short answers:  
A: Can you swim?  
B: Yes, I can. /No, I can't.
3. Each child names an animal and tells what it can do and can't do: "A dog can bark. It can't fly."
4. "Can" and "may" may be used interchangeably in asking permission.
5. Underlined sentences may be left out if dialogue is too long.

### DIALOGUE:

#### A Birthday Party

Can we invite only boys and girls to our birthday parties? Can we invite our pets? Sure, we can. We can pretend. We can have a make-believe birthday party. And we can invite our animal friends.

A: I'm having a party next week. Can you come?

B: Yes, I can. May I bring a friend?

A: Yes, you may. Who's your friend?

B: My friend's a dog.

A: Oh, no, you can't bring a dog. A dog eats too much.

B: May I bring some other friend?

A: Yes, you may bring someone else. Who's your friend?

B: My friend's a mongoose.

A: Oh, no. You may not bring a mongoose to my party. A mongoose is too sneaky.

B: Can I bring someone else then?

A: Yes, you can. Who is it?

B: It's a mynah bird.

A: Oh, no. You can't bring a mynah bird to my party. It talks too much.

**A:** You can bring your friend to my party. I want to meet her.

3. A:  
May I write on the blackboard?  
bring three friends?  
run around the room?  
get a book?

B:  
No, you may not.  
No, you can't.  
Yes, you may. (Let the child  
perform the act.)

4. He can't eat much.  
She read  
We say  
They talk  
He doesn't want  
sleep  
read  
take  
weigh

5. Question:  
Why is the dog so fat?  
Why does Johnny always have to  
stay after school?  
Why does Johnny have a sore  
throat?  
Why are the eyes of the baby  
so red?  
Why is Johnny tired?

Answer:  
It eats too much.  
He plays too much.  
He talks too much.  
He cries too much.  
He sleeps/sits too much.

6. You may eat now.  
may not play  
leave  
bring your friend.  
swim there.  
play with the dog.  
toy.

\* \* \* \* \*

## LESSON VIb - Kindergarten

TARGETS: 1. Modals:  
a. will - interrogative, predicate substitute,  
affirmative declarative  
b. shall - interrogative with first person pronouns

NOTES: 1. Substitute names of other children.  
2. Let each child ask another child to do something with him.  
Second child answers with an affirmative predicate sub-  
stitute:

A: Will you be my jumping partner?

B: Yes, I will.

(When the answer is negative, the second child can say that he'll substitute with something else.)

B: But I'll turn the rope for you.

3. Each child can ask another child or teacher if he can do something for him: "Shall I bring you a chair?"

4. Teacher tells each child:

T: You have three wishes. What will you wish for?

C: I'll wish for a doll.

5. The teacher lists a number of "jobs" that need to be done around the classroom. She asks for volunteers. Each child volunteers for a job: "I'll wipe the tables."

6. For extra material use "What Shall I Buy?" Rasmussen, Carrie, Let's Say Poetry Together. Minneapolis, Minnesota: Burgess Publishing Company, 1962, p. 75.

#### DIALOGUE:

##### Playmates

A: Hi, Paul. Can you come out to play with me?

B: Hi, James. I don't know. Will you ask my mother?

A: Okay. Mrs. Kagawa, may Paul play with me?

Mrs. Kagawa: Yes, he may. But he can't play on the street.

A: We won't. Can he come to my yard? We'll be careful. We'll stay in the yard.

Mrs. Kagawa: Yes, he can.

A: What shall we do? Shall we play cowboys and Indians?

B: We can't. We need Indians.

A: I know. Shall we practice catching? Will you throw the ball to me?

B: Yes, I will. That sounds good.

#### EXERCISES:

- |    |      |         |       |          |
|----|------|---------|-------|----------|
| 1. | Will | you     | go    | with me? |
|    |      | he      | leave |          |
|    |      | she     | walk  |          |
|    |      | they    | come  |          |
|    |      | John    | play  |          |
|    |      | Mary    | ride  |          |
|    | the  | teacher | stay  |          |
|    |      |         | sing  |          |
|    |      |         | dance |          |

2. Will you help me?

tell  
kick  
hit  
shove  
carry  
ask  
pinch  
hug  
scratch  
hold  
watch  
tickle  
kiss  
touch  
bump

3. Will you bring a friend?

cockroach?  
kitten?  
coconut?  
cow?  
goat?  
dog?  
mynah bird?  
duck?  
mango?  
worm?  
bug?  
mongoose?  
spider?  
guinea pig?  
papaya?  
crab?

4. Will you walk to the door?

he crawl  
she jump  
they hop  
you run  
Jacob skip  
Leilani

5. Practice answers to all the questions.

- 6.**
- | <u>A:</u>          | <u>B:</u>    |
|--------------------|--------------|
| Will you go?       | Yes, I will. |
| he/she come?       | he/she       |
| they stay          | they         |
| the teacher leave? | the teacher  |
| John play?         | John         |
| Mary sing?         | Mary         |
| we walk?           | we           |
- 7.** Will you help me now? I can't, but she will.  
they They  
he He  
John John
- 8.** Situation: One child at a time acts as an announcer. Names two students and tells the class what they'll do. Teacher models initial patterns for the children.  
Announcer: We'll watch (Name) and (Name).  
They'll jump.  
hop.  
skip.  
blink.  
wink.  
twirl.  
bow.  
turn around.  
clap.  
stand up and stretch.
- 9.** A: I'll ask you to do something, class. Will you do it?  
B: Yes, we will.  
A: Will you roll your eyes? (Students all roll their eyes.)  
(Teacher turns over exercise to the students who must ask, one by one, the same questions and act out the responses.)  
CUES: wrinkle your nose  
snap your fingers  
raise your eyebrows  
move your chin  
grin
- 10.** We'll leave tomorrow.  
I'll go  
He'll play  
She'll sing  
They'll dance  
You'll swim  
fish

11. We'll roll our eyes. Then we'll hop.  
(Teacher gives first cues. Then students must choose the next cues. They are practiced orally, individually and chorally, after they have been acted out.)
12. Shall I sing for you?  
we cook  
dance  
play
13. Shall I sweep the room now?  
we wipe the table  
take a nap  
go out to play  
paint a picture
14. Shall I look for the puppy?  
we bulldog?  
parakeet?  
kitten?

\* \* \* \* \*

## LESSON VIc - Kindergarten

### TARGETS: 1. Modals:

- a. would - interrogative, affirmative predicate substitute, affirmative declarative
- b. could - interrogative, affirmative predicate substitute, affirmative declarative
- c. may-might (to express possibility) - affirmative and negative declarative

### 2. Strengthening the use of the lexical item "stay"

- NOTES: 1. "Would" and "could" may be used interchangeably in a question like this: "Could you help me with this?"
2. "May" and "might" can be used interchangeably in a statement like this: "I may go to Honolulu next week."
3. Each child tells about the possibility of doing something or going somewhere. Another child can transform it to the negative form: "I may/might go to Honolulu."
4. Use drawings or magazine pictures depicting activity. Child called would ask if another wanted to do the activity with him: "Would you like to jump with me?" Second child responds appropriately.
5. One child asks another child if he could do something last year. Child asked could answer with "Yes, I could. /No." A child who could do that can pipe in with the fact:

A: Could you tie your shoelaces last year?

B: Yes, I could. /No.

C: I could tie my shoelaces last year.

6. Children pretend that there's a pet shop. The teacher can provide pictures of different kinds of animals suitable for pets. Children can take turns being shopkeepers and customers:

Shopkeeper: Would you like to buy a parrot?

Customer: Does it talk? (Ask whether the animal can do something.)

Shopkeeper: Yes, it talks.

Customer: I'll buy it. /I don't want a parrot.

### DIALOGUE:

#### Pinky Rabbit

Boys and girls, do you help your mothers? Sometimes you may not be able to help. You may be busy. Pinky Rabbit wanted to play first. But he changed his mind. He decided to help his mother.

Mother: Pinky, would you help me clean our yard?

Pinky: I would, Mother, but I can't. Timothy Rabbit's coming to visit me. Could I help you later?

Mother: Yes, you could. Would you please throw this empty box away now?

Pinky: I may need it later. Could I keep it in my room instead?

Mother: You can. What will you and Timothy do?

Pinky: We could play hide and seek. But we might go looking for some carrots.

Mother: Would you like some cookies to take with you?

Pinky: I'd like that. We may not go. We might stay here to help you. Would you like us to do that?

Mother: Yes, I would. That would be nice.

### EXERCISES:

1. Would you help me?  
sit down?  
carry this?  
bring it?  
stand up?  
sit in a circle?  
clear your desks?  
take out your coloring books?  
like to sing now?  
come with me?

Would you go to your seat?  
listen and not talk?  
repeat after me?

2a. (Variation of #1, stronger, more polite.)

Would you please be very quiet?  
listen carefully?  
bring your chairs?  
open/close the window?  
come to the front of the room?  
go back to your seats now?

2b. (Person asked can perform action.)

Would you wrinkle your nose?  
snap your fingers?  
wiggle your ears?  
hold up your hand?  
raise your eyebrows?  
cover your eyes?  
fold your arms?  
tap your shoulders?  
pull your ears?  
blink?  
wink?  
hop?

3. (Each child to answer: "Yes, I would.")

Would you like some cookies?  
nuts?  
hot dogs?  
crackers?  
Would you like to visit her?  
see it?  
hear it?  
go?  
come?  
play?  
sing?  
share it with us?  
take us to it?  
hold it for me?  
find it for us?  
swim?  
Would you like to go shopping?  
surfing?  
picnicking?  
swimming?

4. The teacher gives the children a sentence, followed by a name or several names. The children must choose the appropriate pronoun and answer: "\_\_\_\_\_ would too."

T: John would like to go to the fair. ... Mary and Suzie

C: They would too.

T: Henry would like to help me. ... Leilani

C: She would too.

(The teacher should interrupt from time to time to ask what the predicate substitute "would" refers to in the sentence: "What does 'would' mean here?" Humorous possibilities should be exploited whenever possible.)

5. A:  
Could you see the stars last night?  
moon

B:  
Yes, I could.  
No. But I could on  
Sunday night.

6. A:  
Could you hear us jumping?  
talking?  
singing?  
shouting?  
fighting?  
playing?  
whispering?  
yelling?

B:  
Yes, I could.  
No.

7. A: What could we do to help the teacher?  
B: I could dust the room.  
sweep  
mop

C: I could, too.

8. A:  
Could you bring your pet to school?  
brother  
mother  
sweater  
jacket

B:  
Yes, I could.  
No.

9. A: What could we do to help mother?  
B: I could water the yard.  
pick the flowers.  
finish my lunch.  
watch the baby.  
go to the store.  
C: I could, too.

10. A horse named Ginny could whinny.  
 A frog named Doak could croak.  
 A cat named Sir could purr.  
 A dove named Lou could coo.  
 A chick named Puck could cluck.  
 A mouse named Slim could swim.
- 10a. (Give name of animal as cue. Children say what it could do.)  
 T: ... Ginny  
 C: Ginny could whinny.
- 10b. (Ask question as cue.)  
 T: Who could whinny?  
 C: Ginny could.
11. I may bring my pet rabbit tomorrow.  
 tell you a story this afternoon.  
 ask you to help me.  
 sing a song tomorrow.  
 borrow your pencil some time.  
 go to Honolulu tomorrow.  
 be sick tomorrow.
12. Children repeat after the teacher. Same statements as #11,  
 with substitution of "might" for "may".
13. Change to the negative:  
 T: He might go to Kona tomorrow.  
 C: He might not go to Kona tomorrow.  
 CUES: You might wear a lei tonight.  
 He visit me today.  
 They play with me.  
 We paint today.  
 John live with us.  
 She tell us a story.  
 (Name) leave next week.  
 go outside.
14. A: I'm going to touch the spider.  
 frog.  
 cockroach.  
 lizard.  
 cat.
- B: It might jump at you.  
 A: It might and it might not.
15. The cockroach might crawl away.  
 horse gallop  
 cat sneak  
 fly fly  
 ant march  
 dog run

16. Listen to the story. A little boy is leaving his house.

"Blackie, I want you to stay here. You can't go to school with me. A dog has to stay at home. Stay here and wait for me.

"Bugsy, you have to stay at home, too. A rabbit can't go to school. You have to stay at home with Blackie. Stay here with Blackie and wait for me.

"Fuzzy, I want you to stay here. A kitten can't go to school. You have to stay at home with Blackie and Bugsy. I'll be home after school. Stay here and wait for me."

Questions to ask:

1. What is the boy doing?
  2. Where is he going?
  3. To whom is he talking?
  4. Do you have any pets?
  5. What did the boy tell the dog?
  6. Where is your pet/are your pets now?
17. We usually stay    half an hour.  
                              for the weekend.  
                              a whole day.  
                              a short time.  
                              overnight.  
                              two hours.  
                              one day.  
                              a day.  
                              four days.
18. He            is staying    with    us.  
      She                                them.  
      Al                                 my friend.  
      My auntie                        my sister.  
  my cousin.
- They        are staying    at    our house.
19. My    dog        stays at home every day.  
      cat  
      rabbit  
      turtle  
      goose  
      horse  
      cow  
      mouse  
      rat

## LESSON VIId - Kindergarten

- TARGETS:**
1. Modals:
    - a. should - interrogative, predicate substitute, affirmative and negative declarative
    - b. must - affirmative and negative declarative
  2. Irregular plural: children
  3. Possessive pronoun: their

- NOTES:**
1. Substitute names of children.
  2. Ask children to tell what they have to do "to grow up strong and healthy": "We must go to bed early."
  3. Each child tells about a safety rule, using either "mustn't," "should," or "shouldn't":  
"We mustn't play with matches."  
"We should obey the JPO."  
"We shouldn't play in the streets."
  4. Each child asks a question beginning with "should".  
Second child gives a negative or affirmative answer.  
Questions can pertain to health, safety, or school rules:  
A: Should boys and girls exercise every day?  
B: Yes, they should.
  5. Role playing: One student acts as a naughty pet; another as owner. "Pet" does something naughty.  
"Owner" tells what he must or mustn't do.
  6. Paper bag puppets introduced as new students entering kindergarten. Each child tells the new pupil how they "should" or "shouldn't" behave in class.
  7. Cutouts of persons. Feltboard used for objects that belong to them. Each child gets a picture to place on their board and, as he does so, he says, "This is their dog," etc.

### DIALOGUE:

#### Good Manners

Should boys and girls listen to their parents? Should they listen to their teacher? Yes, they should. What else should good boys and girls do?

A: We must always be polite.

B: We shouldn't forget to say, "Please," and "Thank you."

A: We should try to be kind to everyone.

B: We mustn't say mean (unkind) things to other children.

A: Should we talk nicely only to our friends?

B: No, we shouldn't. We should be nice to everyone.

- A: We should try to help others. We mustn't be selfish.  
B: My mother always tells me the same thing. I must remember that.

**EXTRA MATERIAL:**

1. (The following to be sung to the tune of "Skip to M'Lou".)  
We must go to school today, (Repeat 3 times)  
Today is another school day.

We mustn't go to school today, (Repeat 3 times)  
Today is not a school day.

Should we bring our books to school? (Repeat 3 times)  
Yes, we should. Of course, we should.

Should we bring our pets to school? (Repeat 3 times)  
No, we shouldn't. Of course, we shouldn't.

2. (To be sung to the tune of "The Children's Marching Song".)  
Come with me (beckon)  
And you'll see (point to eyes)  
The Three Stooges on TV (hold 3 fingers up)  
Chorus: With a clap, clap, tap, tap, nod your head and blink,  
We can do it quick as a wink.  
(Children can make the noises indicated in the chorus and do the winking and blinking and nodding.)

I will go (point to oneself)  
To the store (point away)  
But I can't get out the door (shake head "no")  
Chorus --

Birds can fly (wave arms)  
Up in the sky (point to the sky)  
I like watching them fly by (shade eyes to see)  
Chorus --

Fishes can swim (hands together in wiggling motion)  
So can we " " " "  
We can both swim in the sea (hands out then in hula motion for sea)

Chorus --

The mongoose sneaks (tiptoes sneaking motion)  
 He's hard to see (shade eyes and shake head "no")  
 He likes to run quietly (index finger at lips)

Chorus --

The dark clouds come (use hula motions)  
 We should know                   "   "   "  
 Raindrops will fall and the wind will blow  
 Chorus --

## EXERCISES:

1.       A:  
 Should we wash our hands every day?  
           keep our room neat?  
           help our mothers?  
           share our toys?  
           scrape our plates?  
           obey the JPO?  
           be quiet?

B:  
 Yes, we should.  
 No, we shouldn't.

2.       A:  
 Should he study his lesson?  
           we work in the garden?  
           she watch the movie?  
           they listen to the record?  
           John leave for school?  
           she play outside?  
           (Names) feed their kitten?  
           Frank help his mother?  
           they play the game?  
                  sing the song?  
                  clean the room?

B:  
 Yes, \_\_\_\_\_ should.  
 No, \_\_\_\_\_ shouldn't.  
 (etc.)

3.   He just had something to eat.   He shouldn't be hungry.  
   drink.                                   thirsty.  
   a rest.                                   tired.  
   a nap.                                   sleepy.

He just started.

4.   He should be studying his lesson. He shouldn't be playing.  
           working in the garden.                   sleeping.  
           watching the movie.                   drawing.  
           listening to the record.               talking.  
           leaving for school.                   dressing.  
           washing his hands.                   eating.  
           playing outside.                   sitting.  
           feeding his kitten.                   playing.

- He should be helping his mother. He shouldn't be sitting.  
 cleaning the room. leaving.  
 singing the song. talking.  
 playing the game. eating.
5. Let's talk about cleaning up our room. What should we do?  
 (Students encouraged to think of all the things they should do.)
6. Bill is a child. Mary is a child. Bill and Mary are children.
7. A boy is a child. A girl is a child. Boys and girls are children.
8. The children are playing outside.  
 in the park.  
 at the beach.  
 on the porch.  
 in the classroom.
9. Today is not a school day. We mustn't go to school.  
 Today we have a fire drill. run.  
 film. talk.  
 meeting. be late.  
 surprise. tell anyone.  
 Today we will see a pet turtle. scare it.  
 The teacher is helping Linda. bother them.
10. We must wash our hands every day.  
 scrape our plates  
 clean our desks  
 eat our lunches  
 listen carefully  
 take a bath  
 feed our pets  
 share our toys  
 take a nap
11. You must go to school today.  
 He the doctor  
 She the dentist  
 They the cafeteria  
 I the store  
 Mother the market
12. The dog belongs to Bill and Josie. They like their dog.  
 The cat June and Charlie. cat.  
 The horse Frank and Sue. horse.  
 The car Mr. and Mrs. \_\_\_\_ car.  
 The painting the kindergarten children. painting.  
 The bicycle Gary and Frank. bicycle.  
 The football Johnny and Jimmy. football.

- |                              |                |
|------------------------------|----------------|
| 13. The coat belongs to Jim. | It's his coat. |
| kitten                       | our kitten.    |
| sweater                      | her sweater.   |
| ball                         | his ball.      |
| dog                          | their dog.     |
| coat                         | her coat.      |
| cat                          | their cat.     |
| This painting                | your painting. |
- 
- |  |           |
|--|-----------|
| 14. Jim and Jane are looking for their | cat.      |
|  | dog.      |
|  | brother.  |
|  | father.   |
|  | bikes.    |
|  | teachers. |

\* \* \* \* \*

## LESSON VIe - Kindergarten

- TARGETS:**
1. Modals: ought to - affirmative declarative
  2. Prepositions: ahead of, over, about, behind, into, by
  3. Objective pronoun: them (referring to inanimate objects)
  4. Reflexive pronoun: yourself

- NOTES:**
1. Substitute names of children.
  2. Let children tell what they ought to do to keep safe and to grow strong and healthy.
  3. Teacher, or another child, tells about losing objects.  
Children tell about seeing them, using the pronoun:  
T: I can't find my books.  
C: I saw them on the porch.  
CUES: slippers, pencils, beads, puzzles, crayons, jacks, blocks, cards
  4. Let each child tell what he can jump over:  
"I can jump over a chair."
  5. Let each child tell what a particular book or story is about, or what a TV program is about:  
A: The story was about three pigs.  
B: The program was about a dog.
  6. Let each child tell another child to do something alone without any help. Or ask if he can:  
A: Terri, find yourself a partner.  
B: Can you find yourself a partner?

7. Line children up. Each child tells who's "ahead of" or who's "behind" him:  
 A: Harry's ahead of me.  
 B: John's behind me.
8. Children can play a game:  
 T: I'm going to hide this card/pin behind something.  
 You'll have to guess its hiding place.  
 C: Is it behind a book?  
 T: No, it's not behind a book. / Yes, it's behind this book.  
 (Children can take turns hiding object as others keep eyes closed.)
9. Another game: One child sits on a chair facing a wall or blackboard and closes his eyes. Teacher points to another child who tiptoes to the child on the chair and waits. Child on chair asks: "Who's behind me?"  
 Child standing uses a false voice and answers:  
 "I'm behind you." Child on chair asks the class:  
 "Is (Name) behind me?" Class answers: "Yes. / No."  
 Three guesses are allowed. The child can try to disguise his voice, but he must speak loudly and clearly.
10. Teacher or children toss things into a box. Each child guesses who tossed what into the box:  
 "(Name) tossed a doll into the box."
11. For extra material use "Whose Bird Am I?" Merry-Go-Round. Columbus, Ohio: Charles E. Merrill Books, Inc., 1966, p. 30.

## DIALOGUE:

### Rules for the Slide

Do you like to play on the slide? You can have a good time by yourself. But you ought to be careful. Here are some things to remember.

- A: I like riding the slide. I can go down very fast.  
 B: But you must be careful. You might hurt yourself.  
 A: You're right. We ought to think of some rules. Can you think of some?  
 B: Yes, I can. You ought to watch out for the person ahead of you. You shouldn't follow too closely behind someone else. You might bump into him.  
 A: You ought to give everyone a chance to slide.  
 B: We mustn't stay at the bottom of the slide.  
 A: We mustn't lean over the railing at the top of the slide.

B: Boys ought to let girls go first.

A: Let's tell the teacher about our rules. We can share them with the other children.

### EXERCISES:

1. You        ought to be careful.  
He  
She  
We  
They  
Henry
2. We ought to think of some    rules.  
   songs.  
   games.  
   names.  
   stories.  
   riddles.  
   rhymes.
3. You ought to watch out for    the person ahead of you.  
   a big wave at the beach.  
   the person behind you.  
   centipedes at night.
4. You ought to give everyone a chance    to slide.  
   to jump.  
   to guess.  
   to go first.  
   to sing.  
   to play.  
   to speak.  
   to dance.
5. Boys ought to let girls    go    first.  
   eat  
   play  
   slide  
   jump rope
6. (Name) was ahead of (Name)    on the slide.  
   in the race.  
   in the line for lunch.
7. The    girls        were ahead of    the boys        in the race.  
          boys                            the girls  
          teachers                        the children  
          1st graders                      the kindergarten class

8. (Looking at an appropriate chart of animals:)  
 "What is ahead of the horse?"  
 "The \_\_\_\_\_ is ahead of the horse."  
 (etc.)
9. You mustn't lean over the railing.  
 He/She  
 We/They  
 I/Children
10. A dog can jump over a fence.  
 chair.  
 wall.  
 puddle.
11. I/You saw a pole on the ground. I jumped over it.  
 He/She bat (etc.)  
 We/They box  
 (Name)
12. I jumped over the coat.  
 rock.  
 ball.  
 shoe.  
 bone.
13. He tossed the ball over the house.  
 the building.  
 her head.  
 his head.  
 the fence.  
 the river.
14. The balloon is flying over the house.  
 plane our heads.  
 dove the bay.  
 cardinal the tree.  
 kite the river.  
 mynah bird the nest.
15. The story was about three little pigs.  
 rules for the slide.  
 the slide.  
 the sea.
16. Let's tell (Name) about the rules.  
 story.  
 slide.  
 movie.  
 program.  
 game.

17. I'm happy about my pet.  
 worried baby sister.  
 baby brother.  
 the picnic.
18. He's thinking about the movie.  
 She's dreaming birthday cake.  
 crying lost ring.
19. The mongoose scooted behind the rock.  
 rat  
 dog  
 cat
20. A: Where is (Name)? B: He's playing behind the garage.  
 cutting the trees  
 mowing the lawn  
 watering the flowers  
 digging some holes
21. The bird is hiding behind the tree.  
 standing  
 singing  
 sitting  
 hopping
22. A: Is he hiding behind the house?  
 the dog school?  
 your sister tree?  
 bushes?  
 building?
- B: Yes, he/it/she is.  
 No, he/it/she isn't.
23. You ought to sleep by yourself.  
 work  
 stay  
 sit  
 walk
24. A: May I sit by you?  
 the window?  
 teacher?  
 piano?
- B: Yes, you may sit by me.  
 the window.  
 teacher.  
 piano.
25. Please wait by the door.  
 stand table.  
 chalkboard.
26. My dog always waits for me by the front steps.  
 stop sign.  
 tree.  
 mailbox.

27. We can travel by boat.  
bus.  
car.  
bicycle.  
truck.  
airplane.
28. A milk truck goes by our house every day.  
school bus  
cane truck  
tour bus
29. A: Where are my puzzles?  
kite and marbles?  
blocks?  
sweater and socks?  
trucks?  
racing cars?  
top and jacks?
- B: I put them on your bed.  
C: What did you put on his bed?  
B: His puzzles.
30. A: What do you have?  
B: I have some apples. (Name) gave them to me.  
cookies.  
oranges.  
crayons.  
books.  
pencils.
31. A: What do you have?  
B: I have an apple and an orange. I took them from the basket.  
an egg and a carrot. box.  
a cookie and a tomato.  
a banana and a peach.  
a mango and a papaya.
32. A: Why are you crying?  
B: I bumped into the swing.  
door.  
J. P. O.  
him.
33. My baby brother climbed into bed with me.  
baby sister crawled  
dog jumped  
cat hopped
34. (Tell someone to do something alone:)  
(Name), find yourself a \_\_\_\_\_.  
build

35. A: (Name), will you help me find a \_\_\_\_\_?  
build

B: I can't help you now. Find it yourself.  
Build

36. (Name), tell us something funny about yourself.  
sing a funny song  
tell a story

37. A: Why shouldn't you slide headfirst?  
slide backwards?  
slide two at a time?  
run on the porch?  
play with matches?  
lean over the railing?  
stay at the bottom of the slide?

B: You might hurt yourself.

\* \* \* \* \*

## LESSON VI - Kindergarten

- TARGETS:
1. Modals: could - negative predicate substitute,  
negative declarative
  2. Noun determiner: a lot of
  3. Irregular past: taught

- NOTES:
1. Substitute names of children.
  2. Let each child tell about the one thing he couldn't do as a baby: "I couldn't talk." Then ask the next child if he could, to elicit the negative predicate substitute:  
A: I couldn't talk. Could you?  
B: No, I couldn't. But I can now.
  3. Each child can tell about having seen "a lot of" things. The situation may be a store, circus, etc.:  
"I saw a lot of apples." Teacher can give cues if children hesitate or if they seem to use only mass nouns.  
CUES: horses, vegetables, eggs, houses, boys, girls, shirts, pencils
  4. Teacher can ask each child the question:  
T: What did your father/mother/brother/sister/nursery school teacher teach you?  
C: He/She taught me to surf.
  5. Let each child tell something about some boys or girls and their belongings, or what they did with them:  
A: Their blocks were heavy.  
B: They played with their kites.

## DIALOGUE:

### Growing Up

Two boys are riding their bikes. They have new bicycles. They're just learning to ride them.

A: Could you ride a two-wheeler last year?

B: No, I couldn't. But I could ride a tricycle.

A: Who taught you to ride a two-wheeler?

B: My brother. I couldn't do a lot of things last year. I could throw a ball but I couldn't catch well. My brother taught me to catch.

A: My father taught me a lot of things, too. I couldn't swim last year. I could only float. I can swim now.

B: Could you go to the store alone last year?

A: No, I couldn't. Could you?

B: Yes, I could. We live close to the store.

## EXERCISES:

1.     A:  
      Could you   ride a two-wheeler last year?  
                  catch a ball well  
                  jump rope  
                  play tetherball  
                  swim  
                  pick coconuts  
                  go to the store alone  
      Could you   go to the fair last night?  
                                  movies  
                                  luau  
                                  picnic  
                                  party  
                                  airport  
                                  game  
                                  B:  
                                  No, I couldn't.
2.   A: Could (Name) ride a two-wheeler last year?  
      B: No, (pronoun) couldn't.
3.   (Name) could throw a ball last year, and I could, too.  
                  count  
                  slide  
                  run fast
4.   T: What could you do at a picnic?  
      C: I could \_\_\_\_\_.

5. You could invite a friend.  
 I could bring a pet.  
 He ball.  
 She mat.  
 We surfboard.  
 They towel.  
 swimsuit.

(Students freely choose objects, humorous as well as serious.)

6. A: He couldn't play the guitar. But B: he could play the ukulele.  
 She draw a baby. she draw a bunny.  
 We tell a riddle. we tell a story.  
 I remember her name I remember her face.

- You see the mountain. you see the clouds.  
 They hear the bird. they hear the airplane.

7. He couldn't see the mongoose any more.  
 She bird  
 horse  
 lizard  
 goat  
 dog  
 cow

8. (market situation)

I saw a lot of pineapples.  
 apples.  
 bananas.  
 oranges.  
 grapes.

(travel situation)

I saw a lot of beaches.  
 mongooses.  
 mynah birds.  
 plantations.  
 gardens.  
 ferns.  
 boats.  
 trees.

(clothing store)

I saw a lot of shoes.  
 jackets.  
 shirts.  
 blouses.  
 socks.  
 slippers.

I saw a lot of dresses.  
skirts.  
hats.

(garden situation)

I saw a lot of cockroaches.  
grasshoppers.  
bugs.  
bees.  
mantises.  
insects.  
worms.  
birds.

9. A lot of children go to the beach.  
fair.  
movies.  
park.

10. Think of things in our room that we have a lot of.  
Example: "We have a lot of pencils."

11. The boys played with their kites.  
girls pets.  
children dogs.  
cats.  
balls.  
neighbors.  
friends.  
cousins.

12. (Name) and (Name) made their own kites.  
masks.  
airplanes.  
fishing poles.  
wagons.  
sailboats.  
windmills.

13. I like their names.  
pets.  
dogs.  
answers.  
houses.

14. (Child gives the object cue from given categories of the  
"animals," etc. Teacher gives subject cue.)

I/You saw their \_\_\_\_\_.  
He/She  
We/They  
(Names)

15. (After establishing the pattern, children can be asked for cues.)  
 The dog belongs to Henry and Brenda. It's their dog.  
     Bill...  
 The dog belongs to Bill. It's his dog.  
     Betty...  
 The dog belongs to Betty. It's her dog.  
     Frank and me...  
 The dog belongs to Frank and me. It's our dog.  
     Jack and Joanne...  
 The dog belongs to Jack and Joanne. It's their dog.  
     (etc.)

\* \* \* \* \*

## LESSON VIg - Kindergarten

- TARGETS:** 1. Modals:
- a. would - negative declarative, negative predicate substitute
  - b. will - negative declarative (contracted)
  - c. shall - interrogative with the first person pronouns

- NOTES:** 1. Let each child tell about a naughty child they know of (without naming names). Tell why the child was naughty: "He/She wouldn't share his toys."  
 Or each child can tell about someone breaking a rule: "He/She wouldn't wait for the green light."
2. Let each child ask another child if he would do or like something. Ask each child to answer truthfully:  
 A: Would you like an apple?  
 B: Yes, I would. /No, I wouldn't.
3. Each child asks another child or the teacher if he can bring or do something for that person:  
 "Shall I help you now?"
4. "Shall" is seldom used as a predicate substitute, so the answer to the question in #3 may be:  
 "No, you don't have to."  
 "Yes, will you please."  
 "No, you won't have to."  
 "Yes." "No."
5. Have the children make believe that they're being very naughty. Their father or mother wants them to do something but they don't want to do it:  
 "I won't go to bed now."

## DIALOGUE:

Pee Wee

Pee Wee was such a naughty boy. He wouldn't listen to his parents. He wouldn't listen to anyone.

Mother: Pee Wee, please hurry. You'll be late for school.

Pee Wee: All right. But I won't eat my breakfast. I don't like papayas.

Mother: Shall I cook an egg for you?

Pee Wee: You can, but I won't eat it.

Mother: What would you like? Would you eat some pancakes?

Pee Wee: No, I wouldn't. Could I have a cupcake?

Mother: No. It wouldn't be good for you.

Pee Wee: Then I won't eat anything.

Mother: I won't let you go to school hungry. You must eat something.

Pee Wee: Then I won't go to school.

Mother: Yes, you will. You have to go to school.

Pee Wee: All right. Shall I finish my papaya first?

Mother: Yes, please do. You're a good boy.

## EXERCISES:

1. I wouldn't want a gorilla.  
You hit a lion.  
He chase  
She play with  
We fight with  
They  
(Name)

2. A: Why are you angry?

B: I'm mad at my sister.

She wouldn't let me play with her doll.  
go shopping with her.  
go on the merry-go-round.  
ride the swing.  
go with her.  
go fishing.  
go swimming.  
help her.

3. A: Why are you crying?

B: My mother wouldn't buy me a lollipop.  
coloring book.  
new dress.  
new shirt.  
kite.  
gun.  
fish.  
new pencil.

4. Birds must learn to fly. But little Tweedie Bird wouldn't learn to fly. She'd rather sleep.

Ducks must learn to swim. But Dobie Duck wouldn't learn to swim. He'd rather hop.

Kittens must learn to wash. But Happy Kitten wouldn't learn to wash. She'd rather be dirty.

Bunnies must learn to eat carrots. But Funny Bunny wouldn't learn to eat carrots. She'd rather eat cookies.

Lizards must learn to catch bugs. But Leaping Lizard wouldn't learn to catch bugs. He'd rather sleep.

Roosters must learn to crow. But Ronnie Rooster wouldn't learn to crow. He'd rather cluck.

a. T: What wouldn't Tweedie learn?

C: Tweedie wouldn't learn to fly.

b. T: Who wouldn't learn to fly?

C: Tweedie wouldn't.

5.

A:

Would you like long ears?  
horns?  
purple ears?  
a furry coat?  
a tail?  
claws?  
wings?  
a sausage nose?

B:

No, I wouldn't.  
Yes, I would, but  
(Name) wouldn't.

6.

A:

Would you punch a boy?  
Jim shove a girl?  
Tina push  
they trip  
kick

B:

No, I wouldn't. I'm not naughty.  
he He's  
she She's  
they They're

7.

A:

Would you like to sing a song?  
make mudpies?  
take a nap?  
scrub the table?

B:

Yes, I would.  
No, I wouldn't.

Yes, I would.  
No, I wouldn't.

8. We won't go tomorrow. We'll go next week.  
play play  
sing sing  
fish fish  
dance dance  
swim swim  
paint paint
9. Think of things you won't do tomorrow. Let's make them funny things: "I won't eat an elephant tomorrow."
10. Shall I bring a pencil to school?  
plant  
pet  
sleeping mat  
puzzle  
pillow
11.     A:   B:  
Shall I bring you a plate                             Will you bring me a plate?  
or a cup?  
Shall I get you a puzzle                             Will you get me a puzzle?  
or some blocks?  
Shall I bring a chair or a cushion?                 Will you bring me a chair?  
pencil crayon?   pencil?  
book magazine?   book?

\* \* \* \* \*

## LESSON VIh - Kindergarten

**TARGETS:**

1. Negative imperative
2. Irregular plural: teeth
3. Strengthening the use of noun determiner "many"

**NOTES:**

1. Substitute names of children.
2. Ask a child to make believe that he is a teacher/JPO/parent/principal and have him tell another child not to do or say something: "Don't run on the porch."
3. Give sentences with "tooth/teeth/child/children." Each child is asked to change the sentence to use plural/singular forms of these nouns depending on the form of the noun used. They can also say funny things:  
T: I gave my tooth away.  
C: I gave my teeth away.

T: I saw a child.

C: I saw many children.

Examples: I have many baby teeth.

The children sat down.

My front tooth is new.

A child saw me.

4. Give a sentence using the singular form of a noun and have children change it to the plural form using the determiner "many":

T: I see an apple.

C: I see many apples.

Examples: I met a child yesterday.

He took a block from the shelf.

She gave me a banana.

I put a button in the basket.

5. For extra material use "Mice" by Rose Fyleman. Arbuthnot, May Hill, Time for Poetry. Chicago, Illinois: Scott, Foresman and Company, 1952, p. 53.

## DIALOGUE:

### Teeth

Children ought to brush their teeth after every meal. Clean teeth are healthy teeth. Healthy teeth are important. They help us chew things.

A: Don't forget to brush your teeth.

B: I won't. I brush them after every meal.

A: Children should take care of their teeth. The dental hygienist talked to us. She taught us the right way to brush our teeth.

B: Children ought to remember other things. Don't eat too many sweet things.

A: That's right. And don't bite hard things. You might crack a tooth.

B: Don't be afraid of the dentist. Don't yell and cry. He takes care of our teeth.

A: My dentist pulled a tooth last week. He didn't hurt me.

## EXERCISES:

1. Don't play with matches.  
centipedes.  
strange dogs.  
firecrackers.

2. Don't swim alone.  
swim in deep places.  
throw rocks.  
kick dogs.

3. A:  
The tooth was yellow.  
white.  
sharp.  
small.  
rough.  
old.  
dark.  
big.  
black.

B:  
The teeth were yellow.  
white.  
sharp.  
small.  
rough.  
old.  
dark.  
big.  
black.

4. A:  
He pulled my tooth.  
filled  
fixed  
drilled  
saw  
looked at

B:  
He pulled my teeth.  
filled  
fixed  
drilled  
saw  
looked at

5. A:  
The baby has a new tooth.  
friend.  
toy.  
My aunty has a child.  
bulldog.  
duck.

B:  
He has many new teeth.  
She friends.  
toys.  
My aunty has many children.  
bulldogs.  
ducks.

6. Many boys are on the slide.  
girls  
children  
cats  
birds

## LESSON VIIa - Kindergarten

- TARGETS:**
1. Mass nouns: flour, bread
  2. Irregular past: brought, caught, ate
  3. Irregular plural: loaves
  4. Preposition: of
  5. Strengthening the use of modals

- NOTES:**
1. Children can take parts. They could make believe they're Miss Wobblechin and her animals and act the parts out. Paper bag puppets could also be used.
  2. Teacher can ask each child to answer these questions in complete sentences:
    - a. "What did you bring to school today?"
    - b. "What did you catch in your net/trap? We can make believe."
    - c. "What fruits did you eat this week?"
  3. Each child can pretend that it's Christmas morning. He'll act surprised and tell what Santa Claus brought him: "Look. Santa brought me a new bicycle."
  4. Each child can ask for his favorite kind of bread at the make-believe store:  
"May I have a loaf of sweet bread?"  
Second child asks for more than one loaf of the same kind of bread.

### DIALOGUE:

#### The Helpers

One day, Miss Wobblechin baked some bread. She had two loaves of brown bread and one loaf of raisin bread. The bread smelled so good. Her animal friends sat on the back steps. They wanted to have some of that good bread.

Bingo the Dog: Mmm. May I have a slice of your raisin bread?

Miss Wobblechin: You may. But first you must work for it.

Bingo: I'm too tired. I just brought in the cows from the pasture.

Miss W.: Then you can have a slice of bread.

Snip the Cat: Can I have a piece of bread, too?

Miss W.: You must work first.

Snip: Oh, but I caught two rats for you this morning.

Miss W.: Good cat. Here's your share of bread.

Pick-Peck the Hen: Cluck, cluck. What about me? May I have some bread?

Miss W.: What can you do for me, Pick-Peck? Bingo brought the cows to me. Snip caught some rats.

Pick-Peck: I ate the bugs in your garden.

Miss W.: Good. You may have a slice of brown bread. Oh, oh. I need some flour. I used all of it to make the bread. Who will go to the store to buy two pounds of flour?

Snip: I will.

Bingo: I will.

Pick-Peck: I will, too.

Miss W.: What good helpers. You can all go. You can take turns carrying the bag of flour.

### EXERCISES:

1. Flour is usually white.  
always soft.  
sometimes brown.  
always powdery.
2. Flour rhymes with sour.  
power.  
shower.  
tower.
3. My mother wants a bag of flour.  
two bags  
two pounds  
five pounds  
a cup  
three cups
4. May I have a slice of bread?  
loaf  
piece  
three slices  
four loaves  
some bread?  
that kind of bread, too?
5. White bread is delicious. It's my favorite bread.  
Brown  
Banana  
Raisin
6. This bread is good.  
old.  
dry.  
chewy.  
sweet.  
tasty.

7. My sister brought a dog to school.  
   doll  
   game  
   bird  
   friend
8. A: What did you bring for our party?  
    B: I brought some balloons.  
                                   apples.  
                                   cookies.  
                                   banana bread.  
                                   lollipops.
9. He caught a big fish yesterday.  
    The boy  
                           octopus  
                           bird  
                           eel  
                           pig  
                           goat

10. I caught a cold.  
      I gave the cold to my brother.  
      My sister caught the cold from my brother.  
      My mother caught it from my sister.  
      My father caught the cold from my mother.  
      Then we all had colds.  
      Kerchoo, kerchoo, kerchoo!

Variation:

The children can stand in a circle. One child begins by saying:  
 "I caught a cold. I gave it to (Name)." (Person on his right.)  
 Person on the right says: "I caught the cold from (Name), and  
 I gave it to (Name)." Continue this around the circle until  
 everyone has had a turn. Last two lines can be:  
 "We all have colds now. Kerchoo, kerchoo, kerchoo!"

11. You caught the dog. But you can't catch me.  
                           cat.                   "                   "  
                           bird.                  "                  "  
                           fish.                 "                 "  
                           ball.                "                "  
                           my friend.           "                "
12. I ate too many cookies. I feel sick.  
                           peanuts.           "  
                           mangoes.           "  
                           lollipops.          "  
                           coconuts.          "

- an apple.  
orange.  
everything.

- raisin bread?  
apple?  
banana?  
cookies?

\* \* \* \* \*

## LESSON VIIb - Kindergarten

- TARGETS:**
1. Noun possessives: /-z, -s/ endings
  2. Mass noun: fun
  3. Irregular plural: leaves
  4. Noun substitute: one
  5. Strengthening the use of modals "would, could"

1. The pronunciations of the possessive endings are dependent on the same conditions as those for the noun plural. Refer to the Notes Section of Lesson IVc.
2. Only use names ending in those sounds to which /-z/ and /-s/ can be added. Ask each child to tell about something that belongs to children or animals, or ask the children to put something belonging to them in a circle. Another child comes up and picks an item and identifies the owner: "This is Brenda's shoe."  
Examples: "Kay's dress is pretty."  
                  "The goat's whiskers are long."
3. Ask each child to tell about something he had a lot of fun doing: "I had a lot of fun swimming."
4. Teacher can talk about something that belongs to someone. A child transforms the sentence using the possessive form:  
T: That dog belongs to Leroy.  
C: That's Leroy's dog.
5. Teacher can use pictures, mounted on felt, of animals with distinctive parts missing. Use flannel board:  
"Whose tail is this?"

6. One child whispers to his neighbor about something that belongs to him. Then his neighbor shares the secret with the rest of the class:  
 Kay: (whispering) My dog has puppies.  
 Ernie: Kay's dog has puppies.  
 (Children whose names require a /-əz/ to form the possessive--such as Charles, James, Constance--should only tell someone else's secret since this possessive allomorph will not be a target until the next lesson.)
7. Use pictures of animals for the dialogue.
8. Have a picture of a person or animal. Teacher points to a certain part. Ask the question:  
 T: What am I pointing at?  
 Children are asked to give answers using the possessive:  
 A: You're pointing at the bear's nose.  
 B: You're pointing at the boy's shoes.
9. For extra material use "Yes, Yes, Yes" by J. J. Thompson. Scott, Louise Binder and J. J. Thompson, Talking Time, Second Edition. St. Louis, Missouri: McGraw-Hill Book Company, 1966, p. 378.

#### DIALOGUE:

##### Animals at the Zoo

Come with me to the zoo. I'll tell you about the animals. We can have a lot of fun.

- A: I see a naughty brown monkey. He sits in his cage. He sticks his tongue out at people. The monkey's tail is very long.  
 B: I like elephants. An elephant's ears are very big. He swings his trunk to and fro.  
 C: The zebra's stripes are very pretty. I like them.  
 D: I'd like the zoo keeper's job. I'd fill the elephant's water bucket.  
 B: And I'd be the one to feed the animals. I'd collect the giraffe's leaves.  
 C: We could help clean the animals' cages. We would have fun.

#### EXERCISES:

1a.	Teacher Cues:	Child:
Brenda	has a puppy.	It's brown.
Ernie	kitten.	black.
(Name)	colt.	funny.
"	calf.	clumsy.
"	guinea pig.	soft.
"	canary.	yellow.

Teacher Cues:

Child:

(Name) has a frog.	It's green.	(Name's) frog is green.
" pony.	gray.	" pony gray.
" mynah bird.	noisy.	" mynah bird noisy.
" chicken.	fat.	" chicken fat.
" toad.	bumpy.	" toad bumpy.
" lobster.	big.	" lobster big.

- 1b. After each sequence in #1a above, teacher can ask someone questions: "What color is Brenda's puppy?"  
"Whose kitten is black?"

2. Harry's friend is tall.  
Paul's short.  
Bob's fat.  
My brother's skinny.  
cousin's  
uncle's

3. I could see only the alligator's tail.  
lizard's  
dog's  
lamb's  
donkey's

4. The canary's feathers are pretty.  
mynah's  
cardinal's  
rice bird's  
nene's

5. A toad's body is usually bumpy.  
ugly.  
brown.  
dirty-looking.

6. The lamb's mother is looking at us. She doesn't want us to hurt  
puppy's her baby.  
cub's  
pony's

7. A: Joseph's puppy is frisky. B: Frank's puppy is frisky, also.  
(Name's) mean. (Name's) mean,  
tiny. (etc.)  
funny.  
fuzzy. (Substitute other names: Dick's,  
noisy. Pete's, Phillip's, etc.)  
spotted.

8. I saw the bat's shiny eyes.  
snake's  
cat's

9. The goat's nose twitched. It smelled something.  
rabbit's  
sheep's  
colt's  
rat's  
giraffe's  
wolf's

10. A: This dog's tail is very short. B: That dog's tail is long.  
cat's cat's  
rat's rat's  
monkey's monkey's  
lizard's lizard's  
wolf's wolf's

11. I see the dove's baby.  
parrot's  
crab's  
lion's  
wolf's  
pig's  
shrimp's  
turtle's  
leopard's  
stork's  
worm's

12. Pattern: singing .. Singing is fun.  
watching TV .. Watching TV is fun.  
playing games .. Playing games is fun.

**CUES:**

finger painting  
watching animals  
playing "Tag"  
playing football  
petting animals  
riding tricycles  
listening to stories  
playing with blocks  
playing with puppets  
putting puzzles together  
playing "Hide and Seek"  
playing "Follow the Leader"

jumping rope  
climbing trees  
sliding  
running  
swimming  
fishing  
painting  
wading  
coloring  
yelling  
cutting

13. A: Did you have a lot of fun at the park?  
beach?

picnic?

luau?

circus?

puppet show?

birthday party?

on the slide?

sidewalk?

porch?

in the water?

playground?

puddle?

B: Yes, I had a lot of fun.

14. A: What did you do last night?

(Repeat question each time)

B: I played outside.  
inside.

went to the movies.

went shopping.

washed dishes.

stayed home.

cleaned my room.

went visiting.

watched TV.

sang songs.

A: Did you have fun?

B: Yes, I had fun.

No, I didn't.

15. Teacher asks: What new thing would you like to buy?

A:

I'd like to buy a new pencil.

I'd like to buy one, too.

skirt.

ball.

pen.

shirt.

swing.

ruler.

blouse.

jacket.

eraser.

jump rope.

dress.

hat.

bike.

16. We could go somewhere.  
to town.  
to Lilioukalani Park.  
to (Name's) house.  
to the supermarket.  
to the beach.

17. I could help you build an airplane.  
a doghouse.  
a chicken coop.  
a rabbit hutch.  
a sand castle.

18. I couldn't go to the zoo last week.  
to her birthday party  
to the circus  
to the beach  
to the movies

19. (Name's) mother couldn't come with us.  
sister  
brother

(Substitute names that take /-s/, /-z/ possessive endings.)

20.	<u>A:</u>	<u>B:</u>
	A banana leaf is falling.	Many banana leaves are falling.
	hibiscus leaf	hibiscus leaves
	lauhala leaf	lauhala leaves
	mango leaf	mango leaves
	ti leaf	ti leaves

21.	The leaves on the guava tree were dry. I saved a pretty	guava leaf.
	pear	pear
	mango	mango
	kamani	kamani
	kukui	kukui

22.	<u>A:</u>	<u>B:</u>
	Would you like some cookies?	Yes, I'll have one.
	apples?	
	bananas?	
	hot dogs?	

23.	<u>A:</u>	<u>B:</u>
	I'm looking for a flower.	Here's a pretty one.
	pineapple.	juicy
	pencil.	sharp
	dog.	friendly

## LESSON VIIc - Kindergarten

- TARGETS:**
1. Noun possessive: /-əz/ ending
  2. Lexical item: also
  3. Mass nouns: bubble gum, food, milk, butter, cereal, lettuce, celery, meat
  4. Irregular past: found
  5. Noun determiner: much

- NOTES:**
1. In the dialogue, substitute children's names which end in /-s, -z, -s/, -c/, -j/, -z/.
  2. Show pictures of parts of animals -- ears, tails, faces, etc. Ask each child to identify the animals, using the possessive forms. Let children give a complete sentence: ... a pig's tail "I see a pig's tail."
  3. Children pretend they're at the store. Each child asks for different amounts of the following items: "gum, food, milk, butter, cereal, lettuce, celery, meat":  
"May I please have a can of cat food?"  
Prior to this, there can be a discussion of how these things can be purchased. Show actual items or pictures.
  4. Have each child tell what he found at the beach or on a trip: "I found a pretty shell at the beach."
  5. Each child can drop an item that belongs to him. Another child walks around the room and pretends to find the item. He announces his "find" to the class. The owner of the item claims it.  
A: I found this bracelet.  
B: That's mine. / That's my bracelet.

### DIALOGUE:

#### Part 1 - At the Store

James' mother took him to the store with her. He saw a lot of food there. He also saw Charles' mother.

James: Mother, will you buy me a package of bubble gum?

Mother: I'm sorry, James. You'll have to wait. I have to buy a lot of food.

James: What do you have to buy?

Mother: We don't have much milk left. I'll get another gallon of milk and a pound of butter.

James: Don't forget the box of cereal.

Mother: Oh, yes. Where are the vegetables? I want to get a head of lettuce and a bunch of celery.

James: I found them. Here they are. Don't you need some meat?

Mother: Yes. Please get a pound of meat.  
James: Charles' mother is shopping also. I don't see Charles.  
He must be at home.

## Part 2 - A Visiting Game

I'm going to my grandmother's house. I'm taking a basket of food. What shall I put in the basket?

A: I'll put in a pound of butter.

B: I'll put in a pound of butter and a cup of flour.

### NOTES:

1. Go around in a circle. Each child repeats each item that has been named and adds another. If this is too difficult, each child can name only the new item.
2. Suggest mass nouns and count nouns by having pictures of these items. This will also help to limit the mass nouns to only those that have been introduced.

## EXTRA MATERIAL:

### This Little Cow

1st Child: This little cow eats grass  
2nd Child: This little cow eats hay  
3rd Child: This little cow drinks water  
4th Child: This little cow runs away  
5th Child: This little cow does nothing  
All: But just lies down all day.

--Mother Goose

(Taken from CHORAL SPEAKING, Department of Education,  
Honolulu, Hawaii, 1964.)

## EXERCISES:

1. Teacher models all the changes first. Then the children can practice them, repeating after the teacher. Finally, only the cues below can be given.

T: A tortoise has a large shell. A tortoise's shell is large.

C: A tortoise's shell is large.

### CUES:

A walrus has black whiskers.

A starfish has a rough covering.

A mongoose has short legs.

A finch has pretty feathers.

A mouse has long whiskers.

A horse has a long tail.

A goldfish has gold scales.

2. T: James has a yellow pencil. James' pencil is yellow.  
C: James' pencil is yellow.  
CUES:  
My friend Phyllis has red hair.  
My cousin Rose has a nice doll.  
My neighbor Frances has a brown kite.  
Charles has brown eyes.  
Constance has a pretty dress.  
James has long hair.  
(In #2, continue using names of friends, cousins, etc., to which /-əz/ can be added.)
  3. Teacher can choose items around the classroom which belong to each of the students:  
T: James, whose umbrella is that?  
C: That's Terrie's umbrella.  
T: Josephine, whose drawing is that?  
C: That's Ernie's drawing.
  4. Teacher may begin by giving the entire sentence as a cue for repetition. After that, phrases may be used as below:  
T: ...fun to chew. Bubble gum is fun to chew.  
C: Bubble gum is fun to chew.  
hard to chew at first.  
easy to chew later.  
fun to blow.  
sweet and sticky.  
hard to blow.
- Variation:
- |            |  |
|------------|--|
| Bubble gum | costs a penny.<br>makes my jaws tired.<br>tastes good.<br>comes in a wrapper.<br>makes a loud noise.<br>lasts a long time. |
|------------|--|
5. T: I gave a piece of bubble gum to Ernie. (Teacher models whole sentence response for students first.)  
What did you do, Flora? ...to Paul  
C: I gave a piece of bubble gum to Paul.  
to Rupert.  
to Josephine.  
to Constance.  
to Charles.  
(etc.)
  6. Teacher can model several or all responses for the children before giving the following short cue:

T: Brenda, ask Faye.

A: Do you have some gum, Faye?

T: ...a few pieces of

B: Yes, I do. I have a few pieces of gum.  
a lot of  
a few sticks of  
one stick of  
two pieces of  
two sticks of

7. T: ...a stick of

A: Would you like a stick of bubble gum, "B"?

B: Yes, I would. I'd like a stick of bubble gum. OR

A: Would you like a stick of bubble gum, "B"?

B: No, I wouldn't, but "C" would.

8. Let children practice "would you like" first. When they are working easily with the construction, repeat with "do you want".

Storekeeper: How much milk would you like (do you want)?

Teacher: ...a quart of

Shopper: I'd like a quart of milk, please. (I want ...)  
one quart of  
a carton of  
a gallon of  
two quarts of  
a half-gallon of  
a can of

9. Let children practice "I'd like" first, later with "I want".

Storekeeper: What kind of milk would you like (do you want)?

Teacher: ...whole milk

Shopper: I'd like whole milk, please. (I want ...)  
canned milk  
powdered milk  
chocolate milk  
skim milk  
coconut milk  
buttermilk

10. After the children have mastered #8 and #9, have them practice the following dialogue:

Shopper: May I have a quart of milk, please?

Storekeeper: Yes, you may. What kind would you like?

Shopper: I'd like whole milk, please.

Variation of above:

Storekeeper: Would you like whole milk?

Shopper: No, I wouldn't. I'd like \_\_\_\_\_.  
Yes, I would. Thank you.

11. T: How much butter would you like, (Name)?  
 ...a pound I'd like a pound of butter, please.  
 C: I'd like a pound of butter, please.  
     one pound  
     a package  
     two pounds  
     a box  
     one box  
     three boxes  
     a lot  
     lots
12. Don't put too much butter on my bread.  
   pancakes.  
   biscuits.  
   potatoes.
13. Butter comes in boxes.  
                             in blocks.  
                             in tubs.
14. Butter is good with bread.  
                                     hot rolls.  
                                     pancakes.  
                                     baked potatoes.  
                                     hot biscuits.  
                                     cooked vegetables.
15. Cereal is good with fruits.  
                             with milk.  
                             for us.  
                             sometimes crunchy.  
                             sometimes soft.
16. This is a store and I'm the storekeeper. I would like to sell  
 you some cereal:  
 T: How much cereal would you like, Ernie?  
 C: I want two boxes of cereal, please.  
     a large box  
     a small box  
     a giant box  
     three boxes
17. I'll give him one head of lettuce.  
                             a small leaf  
                             two leaves  
                             a lot  
                             some lettuce.

18. Lettuce is green and white.  
tasty.  
good for us.  
a vegetable.  
leafy.  
crispy.
19. We all went to the store yesterday. We didn't find much lettuce.  
We found many other things.  
Teacher: Harry.  
Harry: Did you find much lettuce, Ernie?  
Teacher: ...apples  
Ernie: I didn't find much lettuce. But I found a lot of apples.  
Teacher: Qwiglyn.  
Qwiglyn: Did you find much lettuce, Josephine?  
Teacher: ...tomatoes  
Josephine: I didn't find much lettuce.  
But I found a lot of tomatoes.  
cucumbers.  
celery.  
oranges.  
carrots.  
bananas.  
butter.
20. Celery is good for a snack.  
good in salads.  
crunchy.  
stringy.  
a vegetable.
21. I could eat a whole bunch of celery.  
five sticks of  
a lot of  
a small stick of  
a large bunch of
22. Meat tastes good with celery.  
beans.  
peas.  
potatoes.  
tomatoes.  
carrots.  
bread.  
lettuce.
23. I'd like a pound of meat.  
a slice of  
a lot of  
a small piece of

I'd like two pounds of meat.  
some

24. I don't want much meat.

Just give me some cereal and milk.  
bread and butter.  
bread with some lettuce.  
lettuce.  
bread and milk.

25. How much dog food does your pet eat?  
cat  
fish

My pet eats a small bowl of food every day.  
a lot of  
one box of  
two bowls of  
lots of

26. Food keeps us from getting sick.  
helps us build muscles.  
helps us grow tall.  
makes us strong.

27. I'm going to give my rabbit a lot of rabbit food.  
bird some bird food.  
dog a bowl of dog food.  
goat lots of leftover food.

28. I found a lunchbox.  
fishhook.  
jackknife.  
gold ring.  
tin can.  
glass float.  
plastic spoon.  
dog collar.  
slipper.  
dead fish.  
bracelet.  
shoe.  
button.  
bottle.  
coin.  
purse.

(Situations can be added also:

in the field  
at the beach

on my way home  
on my way to school  
(etc.)

"I found a lunchbox on my way to school.")

29. Teacher asks each child where he found an egg:

T: Where did you find the Easter egg? ... in the yard.

C: I found it in the yard.  
on a branch.  
on a leaf.  
in a hole.  
in a bush.  
in my desk.  
under a chair.  
under a box.  
under a leaf.

Variation:

T: Where did the children find the Easter eggs?

C: They found them in a box.  
(etc.)

## LESSON VIIIa - Kindergarten

- TARGETS:**
1. Comparative-superlative suffixes: -er, -est
  2. Irregular plural: people
  3. Irregular comparative-superlative: better, best
  4. Mass noun: hair
  5. Noun determiner: each

- NOTES:**
1. Substitute names of children.
  2. Have objects of different sizes, quality, etc., available for comparison: balls, pencils, books, brooms, shoes, blocks, pictures of people, etc.:  
A: This rag is dirtier than that rag.  
B: This is the dirtiest rag in the whole box.
  3. Have children compare each other and compare the quality of two things:  
A: I'm taller than Terri.  
B: I have a better song to sing.
  4. Teacher can say that she has or saw something. Second child can use the comparative form of the adjective, and a third child can use the superlative form of the adjective:  
T: I have/saw a funny clown.  
A: I have/saw a funnier clown.  
B: But I have/saw the funniest clown of all.  
Other examples:  

sad donkey	fluffy rabbit
high ladder	curly hair
pretty doll	long hair
old chair	naughty girl
low table	white dog
  5. Each child tells what each one of his classmates can do/has:  
A: Each boy can put away the blocks.  
B: Each girl has a doll buggy.
  6. Have children reply to: "Tell us where you saw a lot of people. What were they doing?"
  7. For extra material use:
    - a. "Whistles" by Dorothy Aldis. Arbuthnot, May Hill, Time for Poetry. Chicago: Scott, Foresman and Company, 1952, p. 97.
    - b. "Finger Fun" by Catherine Y. Hoagey. The Instructor, September, 1967.

## DIALOGUE:

### Pets

Does a dog make a better pet than a cat? Some people like dogs better than cats. Some people like other animals better.

A: The dog is the best pet of all. It's friendlier than a cat.

B: Oh, no. A cat's a better pet. It's quieter and it's cleaner.

C: I saw the cutest dog yesterday. It had black, curly hair and a short tail.

B: Was it a poodle?

C: Yes, it was.

B: My cat did the funniest thing yesterday. She tried to catch her shadow. She couldn't do it. I had the best time watching her.

A: All pets are fun. Each person's pet is the best pet to him.

## EXERCISES:

1. Use as a repetition drill first. Then have the children respond to shorter cues.  
(Go through (a), (b), (c) with the same word. Then substitute the next word.)

a. My puzzle is hard.  
ball

I'm hungry.

b. My puzzle is harder.  
ball

I'm hungrier.

c. My puzzle is the hardest puzzle of all.  
ball ball

I'm the hungriest person here.

CUES: My brother is tall.

My balloon is big.  
dog

My pencil is short.

You're silly.

2. T: A mynah bird is big. ... a chicken

C: A chicken is bigger.

T: ... a turkey

C: A turkey is the biggest bird of all.

CUES: A dog is heavy. ... a cow ... an elephant

A cat is small. ... a mouse ... a flea

A wild pig is large. ... a bear ... an elephant

3. Some people were at the beach.  
A lot of park.  
fair.  
airport.  
luau.  
parade.  
shopping center.

4. People like to visit their friends.  
relatives.  
go to the beach.  
park.  
watch parades.  
have a good time.  
go swimming.  
fishing.

5. A: Some people at the airport are happy. B: They're laughing.  
sad. crying.

CUES: giving leis  
shaking hands  
saying goodbye.

6. T: "Popeye" is a good cartoon.  
C: (Repeat)  
T: "Hercules" is a better cartoon.  
C: (Repeat)  
T: "Gumby" is the best cartoon of all.  
C: (Repeat)

CUES:

"Flipper" is a good TV program.	.. "Walt Disney"	.. "Batman"
Chickens are good pets.	.. guinea pigs	.. dogs
Turtles are good swimmers.	.. lobsters	.. fishes
Frogs are good jumpers.	.. grasshoppers	.. kangaroos
Rats are good runners.	.. mongooses	.. cats

7. T: Tell me about your hair.  
C: My hair is curly. It's long.  
CUES: (Match children with cues)  
long, short, black, straight, etc.

8. Variation: Talk about a child's hair:  
"Charles' hair is short."  
"He doesn't have much hair."

9. I'll give each boy an airplane.  
orange.  
apple.  
a ball.  
kite.

I'll give each boy a puppy.  
block.  
puzzle.

I'll give each girl an orange.  
apple.  
a shell.  
lei.  
purse.  
kitten.  
ribbon.

10. Each person must take a nap.  
turn.  
number.  
sing a song.  
say a word.  
carry a block.

\* \* \* \* \*

### LESSON VIIIb - Kindergarten

**TARGETS:** 1. Irregular past: sang  
2. Irregular comparative-superlative:  
farther, farthest

**NOTES:** 1. Use finger puppets.  
2. Children can take parts.  
3. Each child can tell what he can do better than someone else. He can also tell about what he excels in. (To elicit the use of "better, best, farther, farthest"):  
"I can sing better than you can."  
"I'm the best singer in my family."  
"I can run farther than you can."  
"I can run the farthest."  
4. Teacher can tell the children what she sings every day. Each child can say that he sang that song at another time:  
T: I sing "Jack and Jill" every day.  
C: I sang "Jack and Jill" yesterday.

### DIALOGUE:

#### Two Frogs in a Pond

Two frogs sat on a log enjoying the warm sun. They talked with each other. No people were around. They were very happy.



7. (Name) walks the farthest to school.  
He  
She
8. (Teacher can collect objects to talk about -- balls, boxes, blocks, chairs, cans, etc.)  
A: I can push it farther than you can.  
pull  
knock  
kick  
shove  
B: I can push it the farthest.  
pull  
knock  
kick  
shove

**EXTRA MATERIAL:**

**"A Riddle from Mother Goose"**

Higher than a house,  
Higher than a tree,  
Oh! Whatever can that be?  
(A Star)

(Taken from Arbuthnot, May Hill, Time for Poetry.  
Chicago, Illinois: Scott, Foresman and Company, 1952, p. 85.)

## LESSON IXa - Kindergarten

- TARGETS:**
1. Comparative-superlative with "more - most"
  2. Noun determiners: any, kinds of
  3. Mass noun: candy

- NOTES:**
1. Children can make believe that they're ants. They can scurry around, stop, look, and catch sight of something.
  2. Have children tell who the "most careful" children are and give reasons why. Or they can compare two children and tell who is "more careful":  
"John is more careful than Tom."  
"John is the most careful boy in class. He follows every rule."
  3. Have pictures of toys, flowers, and people. Children compare two things and then choose the most beautiful one: "A rose is more beautiful than a gardenia. A rose is the most beautiful flower."
  4. One child asks another child a question. Second child responds:  
A: What kinds of candy would you like?  
B: I like all kinds of candy.  
(Substitute with mass nouns already introduced, or with a count noun.)
  5. Each child makes believe he is in a candy shop, and asks the clerk for some candy:  
A: I want a bar of candy.  
B: I want a bag of candy.  
(Others: sack of, pound of, box of, some, a lot of, many kinds of)  
He can also point and ask for a certain kind of candy:  
C: I want a bag of that kind of candy.

### DIALOGUE:

#### Two Ants

Ants are very tiny insects. They like all kinds of food. They are very busy insects. Let's pretend to be ants. We're out looking for some food.

- A: We must be more wide awake. We must find something to eat. Finding any kind of food is getting to be more dangerous every day.
- B: Yes, my children are getting hungrier and hungrier. They must be the hungriest little ants around here. They eat and eat. Do you see any food?

- A: Look. I see something.  
 B: What is it?  
 A: It's the most luscious-looking piece of candy. Let's get closer to it.  
 B: Wait. We can see the candy more clearly from the other side. I'll get the piece of candy. I'm the fastest ant. I can run faster than you.  
 A: And you're the most careful ant around here. You'll move more carefully. And you'll be quieter, too. I'm clumsy.

#### EXTRA MATERIAL:

##### How Creatures Move

The lion walks on padded paws  
 The squirrel leaps from limb to limb,  
 While flies crawl straight up a wall  
 And seals can dive and swim.  
 The worm he wiggles all around  
 The monkey swings by his tail  
 And birds may hop upon the ground  
 Or spread their wings and sail.  
 But boys and girls  
 Have much more fun;  
 They leap and dance  
 And walk and run.

(Unknown. Rasmussen, Carrie, Let's Say Poetry Together.  
 Minneapolis: Burgess Publishing Company, 1962.)

#### EXERCISES:

1. That doll is interesting. It's the most interesting doll in the room.  

toy	toy
game	game
puzzle	(etc.)
picture book	
2. T: (Name) is wearing a colorful ribbon.  

shirt.

blouse.

dress.

A: It's more colorful than mine.  
 B: It's the most colorful ribbon (etc.) of all.
3. T: ...guavas Guavas are delicious.  
 C: (Repeat)  
 T: ...mangoes Mangoes are more delicious than guavas.  
 C: (Repeat)

T: ...plums      Plums are the most delicious fruits of all.

C: (Repeat)

CUES:	bananas	.. papayas	.. oranges
	peaches	.. pineapples	.. cherries
	lichees	.. guavas	.. pears
	apples	.. mangoes	.. berries

4. I saw all kinds of fruits.  
ate food.  
like bread.  
candy.  
nuts.

5. Let's draw many different kinds of birds.  
paint animals.  
look for flowers.  
seashells.

6. I don't want any food.  
bananas.  
bread.  
cereal.  
marbles.  
gum.

7. He can't find any games.  
They puzzles.  
(Name) crayons.  
My friend pencils.

8.	<u>A:</u>		<u>B:</u>
	Do you have any food?		No, I don't.
	gum?		Yes, I do.
	candy?		
	guavas?		

9.	<u>A:</u>		<u>B:</u>
	Did your mother grow any vegetables?		Yes, she did.
	pick beans?		
	cook tomatoes?		
	get onions?		

10. (Each child turns to ask the next child):

A: Do you have any brothers or sisters?

B: No, I don't.

Yes, I do. I have \_\_\_\_\_.

A: Do you have any pets?

B: No, I don't.

Yes, I do. I have a \_\_\_\_\_.

A: Do you know any riddles?  
jokes?  
new songs?  
good stories?  
silly poems?

B: No, I don't.  
Yes, I do.

A: Did you see any crabs at the seashore?  
pretty shells  
campers  
swimmers  
eels  
interesting rocks

B: Yes, I did.  
No, I didn't.

11. I like candy. Do you like candy too?  
Does he/she  
(Name)  
they

12.	<u>A:</u> Did you get any candy? some much a piece of a box of	<u>B:</u> Yes, I did. No, I didn't.
-----	---	---

13.	<u>A:</u> Do you have any boxes of candy? pieces sticks	<u>B:</u> I have a box of candy. 2 boxes a piece 5 pieces a stick 3 sticks
-----	--	--

14. A: Is candy good for children?  
our teeth?  
grownups?  
babies?

B: Well, too much candy isn't good for children.  
our teeth.  
(etc.)

15.	<u>A:</u> Hard candy is delicious. Chocolate candy Easter candy Peanut butter candy	<u>B:</u> Chewy candy is more delicious. Coconut candy Christmas candy Peppermint candy
-----	---	---

16. A: I ate the most delicious kind of candy yesterday.

B: What kind of candy was it?

A: It was chocolate candy.

(etc.)

(Each child gets a chance to take A's part and can name the candy. B's part can be done chorally each time with the whole class asking.)

\* \* \* \* \*

## LESSON IXb - Kindergarten

- TARGETS:**
1. Noun substitutes: these, those, ones
  2. Noun determiners: these, those
  3. Irregular past: told
  4. Strengthening the use of "more - most"

- NOTES:**
1. Change child's name.
  2. Teacher asks each child a question to elicit "told".  
Child gives the appropriate response:  
T: What did your mother tell you this morning?  
C: She told me to study hard.  
T: What did your mother tell you to buy?  
C: She told me to buy a pencil.
  3. Give each child a picture with a number of identical objects in it (apples, tops, shirts, etc.). Each child points to his picture and says:  
"These are my apples/tops/shirts."  
Then points to another child's picture and says:  
"Those are your tops, (etc.)."  
"These apples are good."  
"Those tops are pretty."  
Or each child points to his picture and asks:  
"Which ones do you want?"  
Next child points to part of the picture and answers:  
"I want these."
  - 4a. Use a number of objects, blocks, etc. Ask children which ones belong together. (Use other objects and classifications.)
  - 4b. A: Which ones do you want?  
B: I want the yellow/square (etc.) ones.

## DIALOGUE:

### Shopping

We see many things at the supermarket. We can buy food there.  
We can buy school things. We can buy almost anything there.

Andrew: Mother, please buy these apples. These are the most delicious kind.

Mother: Are they better than the red ones?

Andrew: Yes. They're more delicious than those. They're crunchy and sweet.

Mother: I'll get a pound of these yellow apples for you. And I'll get a pound of those green apples to make a pie. What else shall I get?

Andrew: I need a box of crayons. The teacher told us to get a box.

Mother: Let's look for the crayons. Here they are. Some boxes are more expensive than others.

Andrew: I don't need the most expensive box. The teacher told us to get a box with twelve colors. Here's one.

Mother: Do we have everything now?

Andrew: Yes, we do.

## EXTRA MATERIAL:

This is the Circle that is My Head

This is the circle that is my head,

This is my mouth with which words are said,

These are my eyes with which I see,

This nose also is part of me.

This is the hair that grows on my head,

This is my hat, it is pretty and red.

This is my feather--it's bright and gay.

Now, I am ready for school

Today!

-Unknown

(Reprinted by permission from Finger Plays by Adelaide Holl.

(c) 1964 by Western Publishing Company Inc. Published by Golden Press.)

## EXERCISES:

1. Puppets are more interesting than pictures.  
Masks fun  
Blocks  
Games  
Puzzles

2. A dog is the most enjoyable pet.  
     cat playful  
     rabbit  
     guinea pig  
     turtle

3. (Teacher can use appropriate pictures as cues.)

A: Is this guava more delicious than that guava?  
     lichee lichee?  
     mango mango?  
     apple apple?  
     hot dog hot dog?

B: Yes it is. This guava (etc.) is more delicious.  
     No, it isn't. That guava (etc.) is more delicious.

Variation:

A: Are those guavas (etc.) more delicious than these?

B: Yes, they are.

No, they aren't. These are more delicious.

4. (Box of pencils as visual cue):

<u>A:</u>	<u>B:</u>
These pencils are colorful.	Those pencils are colorful also.
new.	new
broken	broken
old.	(etc.)
big.	
long.	
sharp.	

5. (Teacher gathers realia in two collections):

These games are fun.	They're more fun than those.
puzzles	I like these better than those.
puppets	
dolls	
masks	

6. Are those your buttons?  
     these books?  
     pencils?  
     teacups?  
     shoes?  
     boxes?

7. These shoes are mine.	Those shoes belong to (Name).
pencils	pencils her.
crayons	crayons him.
pens	pens (etc.)

Variation:

(Child points to objects: "These are mine. Those are Ian's.")

- 8.**     A:  
What kinds of candy do you like?     I like the round ones.  
(Repeat question)                         hard  
  sweet  
  soft  
  sour  
  chewy
- 9.**     **A:** Do you have any more sticks of gum?  
  pieces of candy?  
  crackers?  
  cookies?  
  toys?
- B:** No, those are the only ones left.  
     Yes, the other ones are on the shelf.
- 10.** Yesterday our teacher told us a story.  
  about fire drills.  
  volcanoes.  
  some stories.  
  secrets.
- 11.** Our teacher told us to get some crayons.  
She bring pencils.  
     use magazines.  
                        pens.  
                        boxes.  
                        newspapers.  
                        napkins.
- 12.**     A:  
Who told you about the fire drill rules?     My teacher told me.  
  school rules?  
  playground rules?  
  safety rules?
- 13.** **A:** Did you tell (Name) about the party?  
  puppet show?  
  movies?  
  baseball game?  
  new boy?  
  girl?
- B:** Yes, I did. I told her/him yesterday.  
     No, I didn't. I didn't see him/her.

## LESSON Xa - Kindergarten

- TARGETS:**
1. Expletive: it
  2. Past progressive
  3. Mass noun: time
  4. Noun determiner: lots of
  5. Reflexive pronoun: myself

- NOTES:**
1. Children can take parts as narrator, Droopy Ears, Stubby Tail, and Boy.
  2. Teacher asks class:  
"What were you doing when I called you to the circle?"  
Each child answers in the past progressive:  
"I was playing with puzzles."
  3. Have pictures with several actions taking place.  
Teacher points to one action and asks:  
"What was this dog doing while the others were doing something else?"  
Child answers appropriately:  
"He was chasing a butterfly."
  4. Since the use of expletive "it" is limited, practice will be limited to the exercises. However, teachers can elicit the use of "it" by asking about the weather.
  5. Each child tells what he can do without help:  
A: I can dress myself.  
B: I can feed the dog by myself.
  6. Children are asked to pretend that they're very, very wealthy. Each child tells what he would have "lots of":  
"I would have lots of toys."
  7. Children pretend that they just visited a department store. Each child tells what he saw, using the following pattern:  
"I saw lots of \_\_\_\_\_."

### DIALOGUE:

#### Two Lonely Dogs

It was raining very hard. It was a cold day. Two dogs were trying to find a warm home. They were the funniest-looking dogs. One dog had droopy ears. The other dog hardly had a tail at all.

**Droopy Ears:** I'm so hungry. It's almost time for lunch. I was going to eat a bone all by myself. But a big dog took it.

**Stubby Tail:** I was hoping to find a nice home. It's so cold and wet.

**Droopy Ears:** I saw a house back there. Lots of dogs were playing in the garage. They looked so happy.

Stubby Tail: I was going to live with a little boy once. But his mother didn't want me.

(The poor dogs were shivering and crying. )

Stubby Tail: What are we going to do?

Droopy Ears: What are we going to do?

(A little boy was walking home. He heard them. He picked them up. )

Boy: Poor doggies. I'll take care of you myself.

(Droopy Ears wasn't shivering any more. Stubby Tail wasn't crying any more. They were going to have a home now. )

### EXERCISES:

1.      A:                      B:                      A:  
It's sunny now.      Was it sunny yesterday?      Yes, it was.  
         warm                      warm                      No, it wasn't. It  
         hot                      hot                      was cloudy.  
         cool                      cool                      (Opposite of what  
         windy                      windy                      was asked. )  
         rainy                      rainy
2. Is it going to rain tomorrow?  
                 be cloudy  
                 be windy  
                 be nice
3. It's raining hard.  
         drizzling.  
         pouring.  
         thundering.  
         clearing up.
4. It's foggy in the morning.  
         sunny                      afternoon.  
         cloudy                      evening.  
         windy at night.
5. She was going to Kona.  
He                      Honolulu.  
                 the playground.  
                 visit her friend.  
                 the movies.
6. T: Where were you when the bell rang?  
C: I was playing on the monkeybars.  
                 on the swings.  
                 on the slide.  
                 outside.  
                 in the room.  
                 on the porch.

7. (Teacher can allow child to pantomime while her back is turned.)

T: What were you doing while I was not looking?

C: I was jumping.  
twirling.  
tumbling.  
fighting.  
sliding.  
crawling.  
tiptoeing.

Variation: One child can ask the next:

A: What were you doing?

B: I was jumping, etc.

8. I saw (Name) at the beach yesterday. He was swimming.  
She wading.

running.  
splashing.  
playing.  
digging.  
fishing.

9. My baby sister was crawling under the bed.  
brother table.  
chair.  
porch.  
crib.

10. Bugs were crawling under the rocks and the old boards.  
living  
hiding  
playing  
running

11. The dog was hiding under the car.  
cat  
boy

12. Lots of boys were at my party.  
girls  
children  
people  
friends

13. I saw lots of dogs in your yard.  
birds  
ants  
flowers  
vegetables

14. It's time for lunch.  
breakfast.  
dinner.

It's time to take a nap.  
 play.  
 eat.  
 rest.  
 to go to bed.  
 to the bathroom.  
 cafeteria.  
 playground.  
 library.

15. A: Do you have time to help me? B: Yes, I have a lot of time.  
 read to lots of  
 sing to  
 play with  
 talk with

16. I can take a bath by myself.  
 brush my teeth  
 paint a picture  
 have fun  
 walk to school  
 stay at home

17. A: What did you make for yourself? B: I made myself a kite.  
 (Repeat) funny mask.  
 thick sandwich.  
 pretty lei.

18. I scratched myself with the pencil.  
 cut on the knife.  
 hurt on the rocks.  
 saw in the mirror.

\* \* \* \* \*

## LESSON Xb - Kindergarten

- TARGETS: 1. Mass noun: grass  
 2. Irregular past: heard, ran, hid  
 3. Strengthening the use of the past progressive

- NOTES: 1. Children can take parts.  
 2. Children are asked to tell what animals like to eat grass,  
 or what it is good for:  
 A: Cows like to eat grass.  
 B: Grass is good to play in.

3. Teacher can ask children to close their eyes for five seconds or so and be very quiet. They are to listen for a sound. Then each child gives an answer to the teacher's question:  
 T: (Name), what did you hear?  
 C: I heard a squeak.
4. Teacher can ask: "What did you hear last night?"  
 C: I heard a dog barking.
5. One child says how he can run or where he can run to. Second child says that he did the same thing the day before:  
 A: I can run fast.  
 B: I ran fast yesterday.  
 B: I can run to the store.  
 B: I ran to the store yesterday.
6. Have about eight objects on the table. Let the children look at these objects. Then ask one child to close his eyes. Teacher then hides one object under the palm of her hand:  
 T: What did I hide?  
 C: You hid the marble, etc. (Child allowed three guesses)
7. A few children hide something somewhere in the room while the others close their eyes. One child guesses where the object was hidden:  
 A: You hid the ball in the desk.  
 B: No, I didn't. /Yes, I did.  
 (If "A" can't guess, "B" says, "I hid it \_\_\_\_\_.")
8. For extra material:
  - a. "Dickory, Dickory Dock" - Mother Goose  
 Dickory, dickory dock,  
 The mouse ran up the clock.  
 The clock struck one,  
 The mouse ran down,  
 Dickory, dickory dock.
  - b. "Rabbit Tale" by Rowena Bennett. Merry-Go-Round.  
 Columbus, Ohio: Charles E. Merrill Books, Inc.,  
 1966.

#### DIALOGUE:

##### A Cat's Tale.

Three cats were sitting on a wall. They were talking about many things. They were telling each other about their adventures.

A: Something awful happened to me last week.

B: What happened?



6. A: How much grass did the gardener burn?

you  
he

B: He burned a barrel full of grass.

big pile of  
lot of  
big box full of

7a. Grass is food for animals.

bugs.  
cows.  
horses.

7b. The grass needs watering.

mowing.  
raking.  
cutting.  
fertilizing.

8a. My father's mowing the grass.

cutting  
planting  
watering

8b. The grass tickles my toes.

hurts

9. I heard (Name) call last night.

yell  
sneeze  
sing  
cough  
laugh

10.

A:

Did you hear the siren?  
knock?  
drum?  
crash?  
thud?

B:

Yes, I heard it. It was loud.  
noisy.  
terrible.  
awful.  
scary.

11. I ran all the way home.

He  
She  
My dog  
cat

12.

A:

Did you run home?  
he to school?  
she to the store?  
they to the park?  
to the beach?

B:

Yes, I ran all the way.  
he  
she  
they

13. The rat ran around the hole.  
 It tree.  
 room.  
 bush.  
 pile of grass.

14. My pet ran away.  
 to me.  
 with me.  
 around me.  
 behind me.  
 ahead of me.

15.	<u>A:</u>	Where did the cat hide?	<u>B:</u>	The cat hid in the	bushes.
		dog		dog	closet.
		he		He	tall grass.
		she		She	under the house.
		they		They	desk.

16. They hid the pencil, but I found it.  
 He book  
 She slipper  
 You sleeping bag  
 purse

17. A: My baby sister was naughty yesterday. She hid my shoe.  
 book.  
 ring.  
 sweater.  
 necklace.  
 ball.

B: Where did she hide it?

A: She hid it under my father's chair.  
 car.  
 bed.  
 hat.

18. We were playing hide-and-seek.  
 The girls hid behind my brother's car.  
 He the bushes.  
 She the garage.  
 I a tree.

## LESSON XIa - Kindergarten

**TARGETS:** 1. Expletive: there

- NOTES:**
1. Use appropriate pictures of zoo scenes. Names of animals can be changed to go along with the available pictures.
  2. Teacher can hold up pictures of scenes and ask the children to tell what's there:  
"There are trees in the picture."
  3. Teacher can ask the children to say what's in the classroom:  
A: There's a clock on the wall.  
B: There are ten desks.
  4. Interrogative form is difficult to elicit independently so limit practice to exercises.
  5. Children can tell what animals are in the local zoo. They can also tell what animals are not at the zoo:  
"There are donkeys at our zoo. But there's no lion."

### DIALOGUE:

#### Animals at the Zoo

Are there many animals at the zoo? Yes, there are. Some are big and some are small. There are noisy animals and there are quiet animals. What animals can you see at the zoo?

A: There's a panda from a faraway place. He looks like my furry toy.

B: There's a mother kangaroo with a baby in her pouch.

C: There are big elephants at the zoo. They swing their trunks and walk quietly around.

D: There's a baby camel drinking his milk. He has two tiny humps on his back.

E: There are giraffes in their cages. They have long, long necks.

F: There's a little monkey at the zoo. It likes to drink milk.

G: There are zebras at the zoo. They look like horses. But they have stripes. It's fun watching the animals at the zoo.

1. A:

- 264

7. There's going to be a visitor tomorrow.  
 program  
 party  
 fire drill  
 birthday party

8. A: Is there an extra chair here? B: Yes, there is.  
 desk No, there isn't.  
 eraser  
 ball  
 cup  
 plate

9. A: Are there any extra chairs here? B: Yes, there are.  
 desks No, there aren't.  
 erasers  
 balls  
 cups  
 plates

\* \* \* \* \*

## LESSON XIb - Kindergarten

- TARGETS:**
1. Irregular past: went
  2. Noun determiner: a little
  3. Mass noun: cheese
  4. Strengthening the use of the expletive "there"

- NOTES:**
1. Children can take parts.
  2. If the children have difficulty pronouncing the final cluster in "went", concentrate practice on exercises 1 and 2 where "went" is followed by a word beginning with a vowel sound.
  3. Children answer the teacher's question:  
 T: Where did you go yesterday/last Saturday, etc.?  
 C: I went to \_\_\_\_\_.
  4. Children make believe that they're going on an errand.  
 Teacher gives the cue and children use this pattern:  
 T: ....bread.  
 A: How much bread shall I buy?  
 B: I have only a little bread left. Please buy a loaf for me.

<b>CUES:</b>	flour	milk	food	gum
	butter	cereal	lettuce	meat
	celery	candy	cheese	

## DIALOGUE:

### The Old Woman and the Cat

There was once an old, old woman. She lived in a little old house behind a big hill. There were many animals living around her.

The old woman was very kind to the animals. They went to visit her often. There usually wasn't much food in her house. But she always had a little food to share with her animal friends.

Old Woman: Good morning, Mrs. Cat. How are you this morning?

Mrs. Cat: Good morning. I'm fine, thank you.

Old Woman: There's a little milk left in this bottle. Would you like to have it?

Mrs. Cat: Yes, I would. There was no food for my kittens this morning. Here they are. They'll be glad to have the milk.

Old Woman: There was a mouse behind my stove last night. Can you catch it for me?

Mrs. Cat: I'll try. Is there any cheese in the house?

Old Woman: Yes, there is. There's a little piece in the cupboard.

Mrs. Cat: I can use it to get the mouse out.

## EXERCISES:

1. The dog went into the dog house.  
pig pen.  
car.  
store.
2. The children went into the house.  
around  
under  
behind
3. 

<u>A:</u>	<u>B:</u>
Where did you go?	I went to the store.
	We park.
he	He supermarket.
she	She library.
they	They beach.
	office.
4. 

<u>A:</u>	<u>B:</u>
Did you go by yourself?	No, I went with my father.
(Repeat question)	mother.
	brothers.
	cousins.
	sister.
	mother and father.

5.     A:  
Were there any birds in the nest?  
          baby birds  
          eggs  
          feathers
6.     There are some mangoes left.  
          hamburgers  
          carrots  
          pies
7.     There's bread on the table.  
          celery  
          gum  
          candy  
          milk  
          cheese
8.     A:  
Was there a lion at the zoo?  
          a tiger  
          an elephant  
          a giraffe
9.     There are many people at the beach today.  
          children  
          babies  
          dogs
10.    There are many ways to help our mothers.  
                                  fathers.  
                                  grandmothers.  
                                  parents.
11.    There's a bar of candy in the kitchen. I'm going to eat it myself.  
          bowl of cereal  
          package of gum  
          chunk of cheese  
          slice of bread
12.    There's a little candy left.  
          milk  
          cheese  
          lettuce
13.    We gave the dog a little milk.  
          cat  
          puppy  
          colt  
          kitten  
          lamb
5.     B:  
Yes, there were.  
No, there weren't.

14. Pour a little milk into the glass.  
bowl.  
cup.  
pot.
15. I just want a little milk.  
bread.  
lettuce.  
cereal.  
celery.
16. Save a little candy for me.  
food  
meat  
cereal  
cheese
17. Is there any cheese left?  
much  
some  
a little  
a lot of
18. Cheese is good with crackers.  
bread.  
celery.  
to eat.  
in sandwiches.  
for snacks.
19. This cheese is too sweet.  
smelly.  
rubbery.  
hard.  
dry.  
old.
20. I want a slice of cheese.  
piece of  
chunk of  
hunk of  
pound of

## LESSON XIIa - Kindergarten

**TARGETS:** 1. Tag questions

- NOTES:** 1. Substitute names of children.  
2. It will be difficult to elicit tag questions independently. Teacher can provide questions with tags as models. They can be tag questions about where the children live or what they like or dislike. If the statement is affirmative, the attached question is negative; if the statement is negative, the attached question is affirmative. The person asking a question that begins with an affirmative statement usually expects the other person to agree with him. The person asking a question beginning with a negative statement expects a negative answer. However, the person responding may either agree or disagree.  
Examples:  
T: You live on Pua Street, don't you?  
C: Yes, I do. or No, I don't live on Pua Street.  
T: John isn't here, is he?  
C: No, he isn't. or Yes, he's here.  
3. Refer to the Pronunciation Section of the Manual for intonation patterns to use with tag questions.  
4. The dialogue is marked with intonation patterns. The teacher should adhere to these patterns until the children are familiar with them. Then she may vary the emphasis but the intonation on the tag questions should not be varied.

### DIALOGUE:

#### Tadpoles

There are tadpoles in the kindergarten aquarium. Some are toad tadpoles. Some are frog tadpoles. Tadpoles are fun to watch, aren't they?

A: These aren't all frog tadpoles, are they?

B: No, they aren't. Those big ones are frog tadpoles. Those tiny ones are toad tadpoles.

A: Frogs and toads have four legs, don't they?

B: Yes, they do.

A: But these tadpoles don't have legs, do they?

B: No, they don't. But their legs will come out later.

Their tails will get smaller and smaller.

A: I like to watch the tadpoles. Don't you?

**B: Yes, I do. They move their tails back and forth.**

It's a funny way to swim, isn't it?

A: No, it isn't. That's the fastest way for them to move.

## EXERCISES:

### Notes:

1. If the children have difficulty, have them first say the sentences without the tag and then add the tag.
2. Go through the exercises using the falling intonation first. When the children are familiar with this pattern, go through the exercises again using the rising intonation. Then finally combine both patterns.

1.        A:  
He's smart, isn't he?        Yes, B: he/she is.  
She's                                she?        No, he/she isn't.  
They're                                aren't they?        Yes, they are.  
(Name's)                                No, they aren't.
2.        A:  
It's fun to ride on the merry-go-round, isn't it?        Yes, B: it is.  
   ride on the swings,        No, it isn't.  
   climb the monkey bars,  
   pile up the blocks.  
   have a party,
3.        A:  
A cat can catch a mouse, can't it?        Yes, B: it can.  
   bird,        No, it can't.  
   rat,

4. We should clean up our room, shouldn't we?  
pick up our toys,  
stack up the blocks,  
put the crayons back,

5a. T:  
(Name) doesn't have blue eyes, does he?  
blond hair, she?  
green eyes,  
long hair,  
blue socks,

C:  
No, he doesn't.  
she

5b. (After response to #5a, ask:)  
He has (color) eyes, doesn't he?  
She hair, she?  
(etc.)

C:  
Yes, he does.  
she

6. T:  
Puppies can't shake hands, can they?  
Kittens color pictures,  
Bunnies stack blocks,  
Cubs play with dollhouses,

C:  
No, they can't.

7. (Two types of patterns can be practiced. When "A" is a timid child, "a rising intonation pattern is used for the tag questions. When "A" is a "bold child, "a falling intonation pattern is used for the tag questions.)

A: Mr. Bear, you don't eat children, do you?  
Lion, bunnies,  
Tiger, kittens,  
puppies,

B: No, I don't. I'm a n e bear. What are you doing in the forest?

A: I'm lost, Mr. Bear. You can show me how to get home,  
Lion. can't you?  
Tiger.

B: Yes, I can. Come with me.

## LESSON XIIIa - Kindergarten

- TARGETS:**
1. Irregular plural: sheep, feet
  2. Complex sentences
  3. Irregular past: flew, came
  4. Reflexive pronoun: himself

- NOTES:**
1. Each child tells what a boy in the class or a baby brother did/can do "by himself":  
"My brother can walk home by himself."
  2. Each child tells what he can do with his foot or feet:  
A: I can jump on one foot.  
B: I can kick with my feet.
  3. Children can sing "Baa, Baa, Black Sheep" and "Little Bo Peep".
  4. Each child can tell about someone who came to visit him:  
"My uncle came to visit us. He came from Kona."
  5. Teacher can choose some children to be mynah birds and one child to be a cat. She can say that the mynah birds have names. The rest of the class can do the talking:  
"Five little mynah birds were playing in the yard.  
Along came a mean old cat, creeping very quietly.  
(Name) saw the cat and flew away.  
(Name) saw the cat and flew away. (etc.)  
They all flew away."  
(Continue until all the birds are gone.)
  6. To elicit some of the complex sentences, have children tell:
    - a. What they would do if they had a magic ring or an unusual pet or toy:  
"If I had a magic ring, I would change myself into a giant."  
"If I had a donkey, I would ride him."
    - b. What they do or must do when they go home from school or wake up in the morning, or after they brush their teeth or eat their supper:  
"I play with my dog when I go home from school."  
"I rinse my mouth after I brush my teeth."
    - c. What their favorite TV program, game, or other activity is, and give the reason:  
"I like to watch 'The Three Stooges' because they act crazy."
  7. For extra material:
    - a. Children can sing "Hokey Pokey" from Music in Our Town, Book 2, Silver Burdett Co., c. 1956, 1962.

- b. "Shoes" by Tom Robinson. Arbuthnot, May Hill.  
Time for Poetry. Chicago, Illinois: Scott,  
Foresman and Company, 1952, p. 4.

### DIALOGUE:

Webby

Once there was a friendly little duck. His name was Webby. Do you know how he got his name? He had webbed feet. That's why his mother called him Webby.

Webby liked to play. But he didn't like to play by himself. His mother was always busy. So he went around looking for playmates.

Webby: Friend Horse, do you want to play with me?

Horse: I'm very busy. I have to help the farmer. If you'll wait, I'll play with you later.

Then the horse galloped away.

Webby: Friend Dog, do you want to play with me?

Dog: I'm very busy. I have to watch the farmer's flock of sheep. If you'll wait, I'll play with you later.

Then the dog saw that a sheep was running away. So he hurried away to bring it back.

Webby: Friend Pigeon, do you want to play with me?

Pigeon: I'm very busy. I have to look for some food. If you'll wait, I'll play with you later.

Then the pigeon flew away.

Webby: Little Boy, do you want to play with me?

Boy: Yes, I do. I was lonely until you came along.

Webby: I was, too. I'm glad I found you.

Webby and the Little Boy played by the pond all day long.

### EXERCISES:

1. I saw a sheep in the field.

two

a lot of

one

lots of

2. My friend has some sheep.

two big

one little

three fat



11. (One child can repeat after the teacher and call on another child.  
That child can perform the action.)  
Show me how a duck walks.  
cat scratches.  
monkey swings.  
dog bites.
12. She hid the cookie (that)\* mother gave her.  
gobbled  
dropped  
chewed  
saved  
(\* Optional -- less formal without it.)
13. I know where she put the broom.  
teapot.  
blocks.  
crayons.
14. I have a friend who has a puppy.  
guinea pig.  
rabbit.  
kitten.
15. I'll play with you if you let me color.  
draw.  
paint.  
be the leader.  
go first.
16. I like him because he lets me ride his bike.  
borrow his pencil.  
slide first.  
play with his dog.
17. A jet flew over Keaukaha.  
Hilo.  
Hilo Bay.  
the ocean.
18. A mynah bird flew to the ground.  
into the tree.  
to the top of a pole.  
on the roof.
19. Did you see that bug fly into the room?  
It flew to the ceiling.  
over my head.  
around my desk.  
under the table.  
to the floor.

20. My father flew to Honolulu in a big jet.  
 friend  
 cousin  
 neighbor
21. A new student came to school yesterday.  
 new teacher  
 fire engine  
 milk truck
22. A: Why did your friend come yesterday?  
 B: My friend came to see me.  
 play with me.  
 see my pet.  
 help me.  
 watch TV.
23. I put some food on the ground.  
 A bird came to get the food.  
 rat  
 mongoose  
 cat  
 dog
24. A boy came to show us his pet rabbit.  
 turtle.  
 mouse.  
 guinea pig.  
 mynah bird.  
 parakeet.
25. He carried it himself.  
 planted  
 painted  
 grew  
 fixed  
 cut
- 26a. The boy played on the swing by himself.  
 merry-go-round  
 slide  
 climbed jungle gym
- 26b. He goes to the store by himself.  
 visits his friends  
 walks to school
27. He made a toy airplane for himself.  
 toy car  
 hat  
 mask  
 sandwich

28. He sings to himself.  
talks  
hums  
grumbles

\* \* \* \* \*

### LESSON XIIIb - Kindergarten

- TARGETS:**
1. Irregular past: fell, hit, thought
  2. Mass noun: corn
  3. Strengthening the use of complex sentences

- NOTES:**
1. Children can take parts, including the narrator's part.
  2. The teacher can ask questions about the story:
    - a. Why did the pig live by himself?
    - b. What was his favorite food? Why?
    - c. What happened to him one day?
    - d. What was he doing?
    - e. What did he think was happening?
    - f. What did the mongoose think?
    - g. What really happened?
  3. Have children pantomime falling or hitting actions.  
Child tells what a particular child did:  
A: He fell from the chair.  
B: She hit the table.
  4. Let each child tell what he does when school is out or what he would do if he had three wishes.
  5. Teacher: We're going to play a game. Everybody put on your thinking caps and close your eyes. Think hard about something.  
T: (Name), what did you think about?  
C: I thought about my pet dog.  
(Call each child in turn. Tell them that they can think about make-believe things.)
  6. For extra material refer to: Rasmussen, Carrie, Let's Say Poetry Together. Minneapolis, Minnesota: Burgess Publishing Company, 1962.
    - a. "On a Day Like This", p. 50.
    - b. "My Hands", p. 76.

## DIALOGUE:

### The Pig Who Liked Corn

There was once a little pig who lived all by himself. He thought he was better than all the other pigs. But he had other animal friends.

This little pig liked to eat corn. So he planted a lot of corn in his garden. He thought that corn was the most delicious food. He liked to share his corn with his friends.

One day he was working in his cornfield. Something fell and hit him on his head. He thought the other pigs were throwing things at him.

- Little Pig: Someone wants to steal my corn. I wonder who it is.  
Could it be the other pigs? Mongoose, did you see any strange pigs around?
- Mongoose: No, I didn't. Maybe a nut fell from that tree and hit you.
- Pig: I don't think so. There are no nuts on that tree right now. Mynah Bird, did you see any strange pigs around?
- Mynah Bird: No, I didn't. Are you looking for someone who hit you?
- Pig: Yes, I am. Someone hit me on my head.
- Mynah: I was the one that hit you. I found a kernel of corn so I was taking it to my nest. Then I dropped it. It fell and hit you on your head. I'm sorry.
- Pig: Don't worry. It wasn't your fault. I'm glad no one was trying to take my corn.

## EXERCISES:

1. She's the one who made me cry.  
He's pushed me.  
You're tickled me.  
told me a lie.
2. I remember the animal that we saw. It was a rabbit.  
a mongoose.  
an elephant.
3. The kitten cried when we picked her up.  
looked at her.  
touched her.  
petted her.
4. (Name) told us how she feeds her puppy.  
washes guinea pig.  
brushes bunny.  
pets (etc.)  
holds

5. A: Why is he crying?  
B: He's crying because he scratched himself.  
cut  
pinched  
burned
6. A: How long are you going to wait?  
play?  
stay?  
swim?  
B: I'm going to wait until my mother comes.  
play father  
stay brother  
swim sister
7. The marbles fell on the floor.  
caryons  
blocks  
boxes
8. A guava fell on his head.  
papaya  
An orange  
tangerine  
mango
9. He tripped and fell with a thud.  
clunk.  
bang.  
crash.  
an oof!
10. A leaf fell from the tree.  
blossom  
twig  
limb  
baby bird  
coconut
11. The toy soldiers fell down.  
doll  
stack of blocks  
teddy bear  
dollhouse
12. I hit my knee and yelled, "ouch!"  
elbow  
hand  
foot

13. Yesterday, the teacher hit a spider with a newspaper.  
 an ant  
 beetle  
 grasshopper  
 centipede
14. I cried when the ball hit my nose.  
 head.  
 chin.  
 elbow.  
 ear.
15. (every day) (last night)  
 I think about food. I thought about food.  
 candy. candy.  
 chewing gum. chewing gum.  
 my lost pet. my lost pet.
16. I thought you were the winner.  
 the loser.  
 a good sport.  
 a ghost.
17. I thought the bug was chasing her.  
 following  
 biting  
 stinging  
 crawling on
18. The teacher thought we were hungry.  
 tired.  
 sleepy.  
 thirsty.  
 lazy.  
 angry.
19. My brother likes canned corn.  
 frozen  
 fresh  
 creamed
20. The corn in our garden is good.  
 tall.  
 tasty.  
 sweet.  
 ripe.  
 delicious.
21. A: How much corn does your family eat?  
 B: We usually eat a lot of corn.  
 many ears of  
 lots of  
 We don't eat much corn.

22. Corn is good with meat.  
beans.  
carrots.  
peas.
- 23a. The hens ate the kernels of corn.  
ducks  
birds.
- 23b. We popped the kernels of corn.  
planted  
played with

\* \* \* \* \*

### LESSON XIIIc - Kindergarten

- TARGETS:**
1. Mass noun: noise
  2. Strengthening the use of the comparatives and superlatives

- NOTES:**
1. Children can take parts.
  2. Each child can tell what kind of noise bothers him the most: "The jet's noise bothers me."
  3. For extra material use "What They Like", Rasmussen, Carrie, Let's Say Poetry Together. Minneapolis, Minnesota: Burgess Publishing Company, 1962, p. 10.

### DIALOGUE:

#### Three Roosters

Once there were three roosters. Their names were Cocky, Doodle, and Doo. Each rooster was very proud of himself. Each thought he was the best rooster of all. They were always arguing with each other.

- Cocky: I'm the most beautiful rooster in the world.
- Doodle: No, you're not. My tail feathers are more beautiful than yours.
- Doo: But mine are more colorful. They're the brightest feathers any rooster could have.
- Cocky: Your feathers may be brighter than mine, but my comb is redder.
- Doodle: The reddest comb isn't always the best comb. Mine stands up better than your comb. /yours.
- Cocky: I'm more useful than you are. I have the loudest crow. I wake people up every morning. I'm the most useful rooster on this farm.

Doo:            My crowing is more wonderful than yours. Listen to this.

Doo started to crow. Cocky thought he had a better voice. So he started. Then Doodle started. He thought he had the best voice of all.

"Cock-a-doodle-doo!"

"Cock-a-doodle-doo!"

"Cock-a-doodle-doo!"

Farmer:        That's too much noise for me. I'm going to kill my roosters and eat them.

### EXERCISES:

1.    Lawnmowers    make    a lot of    noise.  
     Trucks                        lots of  
     Airplanes  
     Motorcycles
2.    Noise hurts       my ears.  
                     makes    my head ache.  
                                 me dizzy.  
                                 me nervous.
3.    T: Noise bothers me. Does noise bother you, "A"?  
      A: Yes, it does.  
          No, it doesn't.  
          Does noise bother you, "B"?  
      B: Yes, it does.  
          No, it doesn't.  
          Does noise bother you, "C"?  
4.    We can make noise with a hammer.  
                                 drum.  
                                 horn.  
                                 bell.  
                                 firecracker.  
                                 whistle.
5.    Her    puppy's                   smaller    then mine.  
             foot's                        bigger  
             kitten's                       softer  
             fingernail's                   longer
6.    The    quietest    boy    in class is (Name).  
             fastest       girl  
             luckiest  
             neatest  
             strongest

7. A: Is (Name) the tallest boy in the class?

smallest

thinnest

oldest

B: Yes, he is. He's taller than all the other bcys.  
(etc.)

8. I don't want this. I want a fluffier sweater.

warmer

bigger

prettier

brighter

9. It's more fun to play than to work.

skip

walk.

slide

sit.

sing

talk.

10. Three children talk together:

A: I caught a big fish yesterday.

pretty butterfly

long eel

fat worm

B: I caught a bigger one.

prettier

longer

fatter

C: And I caught the biggest fish of all.

prettiest butterfly

longest eel

fattest worm

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Grade One			
LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
Ia	Nominative pronouns Determiners Linking verbs Lexical item	he, she, we, they, I, you the, a is, are, am(contracted) like	I'm a student. She's nice. The new girl's my friend. I like kickball.
Ib	Nominative pronoun Determiner Lexical item	it an have	It's an orange kite. I have a good time.
Ila	Interrogative linking Negative declarative linking Affirmative and negative predicate substitute Prepositions		Are you an animal? No, I'm not a chick. Yes, I am. No, they're not. She's in the office. She's an important person at school.
IIf	Prepositions Objective pronouns Lexical item	in, at for, with them, me ask	Please call them for me. Please play with me. Ask them.
IIfc	Objective pronouns Noun substitute Preposition	it, him, her mine to	Sometimes I let him hold it. I let her use mine sometimes. I come to school with him every day.
IIla	Present progressive Prepositions Lexical item	under, on stay	This wiggly pointer's looking under a table. This little man's rolling on the floor. We're staying here.

Grade One			
LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
IIIb	Interrogative present progressive Predicate substitutes Infinitive Objective pronoun Lexical item	us want to	Are we going to eat now? No, we aren't. Yes, they are. I want to help them. Are you coming out later to call us?
IIIc	Negative declarative present progressive Objective pronoun Lexical item		My sister's not going to ride the bus. Is he going to give you an injection? Please tell the teacher for me.
IIId	Negative interrogative present progressive Preposition	you tell  across	Aren't we going to cross the street now? We aren't going to run across the street.
IVa	Irregular past Preposition Interrogative "didn't" Predicate substitute "didn't" Declarative "did"(negative)	was, lost, went out	I lost my umbrella. It was out on the playground. I went out there to look for it. Did you find your umbrella? Yes, I did. No, I didn't. I didn't miss it.
IVb	Noun plurals Noun determiner Prepositions Regular past	/-z, -əz/ endings another like, of /-t, -d/ endings	Gardeners like mantises. It's waiting to catch another insect. It looked like part of the bush. Then suddenly it grabbed a beetle.

Grade One				
LESSONS AND THE SEQUENCE OF TARGETS				
Lesson number	New Targets Introduced		Typical Sentences from the Lesson	
	General Target	Specific Target		
IVb	Irregular past	saw	No, I didn't see it, but I saw another bug like it before.	
IVc	Irregular past Regular past Preposition	heard, crept, ran, came, were /-əd/ ending out of	Slowly he crept out of his hole. He heard the birds singing and the leaves rustling. It came straight at him. Its two eyes were bright. It dropped the sandwich and ran to his hole. He scooted inside.	
IVd	Noun plural Negative interrogative "did" Noun determiner	/-s/ ending  several	I saw several cats in the yard across the street. Didn't it come home to eat this morning?	
Va	Interrogative "do-does" Predicate substitute "do-does"("not" contracted) Negative declarative "do-does"("not" contracted) Noun substitute Noun determiner	    much any	Does a guinea pig cry at night?  Yes, it does. No, it doesn't. It doesn't run around much. Do you have any pets at home?	
Vb	Third person singular present tense Noun determiner	/-s, -z/ endings these	It looks like a horseshoe. It pulls these things. Magnets even attract through	

Grade One			
LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced	Typical Sentences from the Lesson	
	General Target	Specific Target	
Vb	Preposition Irregular third person singular verb	through has	things. Mrs. Nishimoto has a giant magnet.
Vc	Third person singular present tense Negative interrogative "do-does" Noun determiner	/ - əz / ending many	One monitor erases the chalk-boards. Doesn't Mr. Kawate clean your room? A school has many helpers.
Vla	Modals: can, could a. Affirmative and negative interrogative b. Affirmative and negative declarative c. Affirmative and negative predicate substitute ("not" contracted) Noun determiner Prepositions Irregular plural	those by, behind children	Couldn't you see your shadow? Could you see your shadow yesterday? I can see many shadows. It can't go through your body. I could see it. Yesterday I couldn't see my shadow. I couldn't. No, I can't. Yes, she could. Now she can. Let's hide behind those bushes. I'm standing by the window. She's playing with the other children.
Vlb	Modals: a. Shall - interroga-		Shall I signal the others? Will they find her?

Grade One			
LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced	Specific Target	Typical Sentences from the Lesson
VIIb	<p>General Target</p> <p>tive with the first person pronouns</p> <p>b. Will - interrogative, predicate substitute, affirmative declarative(contracted)</p> <p>c. May - interrogative (to ask permission) predicate substitute</p> <p>d. Would - interrogative, predicate substitute, affirmative declarative(contracted)</p> <p>Irregular past Possessive pronoun</p>	<p>found their</p>	<p>Yes, I will. I'll help you.</p> <p>May I help too?</p> <p>Yes, you may.</p> <p>Would you please hurry?</p> <p>Yes, we would.</p> <p>I'd like to reach the nest first.</p> <p>We found a broken cookie.</p> <p>The little boys can't find their mother.</p>
VIIc	<p>Modals:</p> <p>a. May/might(to express possibility) - negative and affirmative declarative, affirmative predicate substitute</p> <p>b. Will - negative declarative("not" con-</p>		<p>I may change my plans.</p> <p>Daddy might not take us.</p> <p>I may.</p> <p>We won't be naughty.</p> <p>No, they won't.</p> <p>You must be teasing.</p> <p>You mustn't say naughty things.</p> <p>No, we wouldn't.</p>

Grade One			
LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced	Typical Sentences from the Lesson	
	General Target	Specific Target	
V1c	<p>tracted), predicate substitute</p> <p>c. Must - affirmative and negative declarative</p> <p>d. Would - negative predicate substitute ("not" contracted)</p>		
V1d	<p>Modals:</p> <p>a. Should - affirmative and negative declarative, affirmative and negative interrogative, affirmative and negative predicate substitute</p> <p>b. Ought to - affirmative declarative</p> <p>c. Would - negative interrogative ("not" contracted)</p> <p>Irregular plural</p> <p>Preposition</p>	<p>people, leaves from</p>	<p>People should stay at home today. We shouldn't sit here and fight. Should we go fishing today? Shouldn't we invite mommy? Yes, we should. No, they shouldn't. That ought to keep us busy. Wouldn't mommy let us go? The leaves floating in the yard are fishes. Look at those people across the street from us.</p>
V1e	<p>Negative imperative</p> <p>Objective pronoun</p> <p>Reflexive pronouns</p>	<p>them (inanimate objects) yourself, myself</p>	<p>Don't go back to the classroom by yourself. I can't learn the rules by myself. You must help me with them.</p>

Grade One			
LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced	Typical Sentences from the Lesson	
VIIa	General Target	Specific Target	
	Noun possessive Mass nouns Noun determiners Irregular plural	/-z/ ending food, bread, jam, butter, milk, meat lots of, kinds of, much loaves	He likes to fill his mother's shopping wagon. I see lots and lots of bread. I see so many kinds of jam. I need some meat and a gallon of milk. Get two loaves of bread. The butter is in the cooler. How much meat shall I get?
VIIb	Noun possessive Lexical item Strengthening the use of modals Strengthening the use of possessive ending	/-s, -z/ endings also  /-z/ about grass, energy, sugar, health a lot of teeth	The hawk's eyes can see far. He decided to search for Santa Claus' toy shop. He also flies everywhere. He wanted to get something for his father's birthday. Some children are talking about good health. Some animals eat grass. Sugar gives us energy. Our bones and teeth need milk to grow strong and straight. We should drink a lot of milk every day.
VIIc	Preposition Mass nouns Noun determiner Irregular plural		He runs faster than anyone else. He seems to be the fastest runner in school.
VIIIa	Comparative-superlative suffixes Irregular comparative-	-er, -est	

Grade One			
LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
VIIIa	superlative Preposition	better, best over	Who is the better runner? Is he the best jumper also? I once saw him jump over a fence this high.
VIIIb	Mass nouns Strengthening the use of the comparative- superlative suffixes	rain, water  -er, -est	The rain's coming down hard. The puddles of water are getting bigger and bigger.
IXa	Comparative-superla- tive with "more- most" Irregular past Mass noun Noun determiner	caught, flew, had juice kind of	And I caught the most beautiful one. Was it more beautiful than that white butterfly there? It flew too high. Oh, we had one in our classroom. What kind of butterfly was it? They suck the juice of plants.
IXb	Mass nouns Strengthening the use of the comparative- superlative with "more-most"	time, soda pop	I couldn't get up in time. Soda pop's a better drink.
Xa	Past progressive Expletive Irregular past	it cut	It was a beautiful day. The sun was shining. We were all helping my father this morning, too. My brother cut the grass.
Xb	Noun substitute Reflexive pronoun	ones ourselves	The ducks were the only happy ones.

Grade One			
LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced	Typical Sentences from the Lesson	
	General Target	Specific Target	
Xb	Strengthening the use of the past progressive and the expletive "it" Strengthening the use of the mass noun "rain"		We can splash all by ourselves. People were hurrying to get out of the rain.
XIa	Expletive Mass noun Irregular past	there lettuce forgot	There are some carrots and some lettuce. One day the little boy forgot to close the door tightly.
XIb	Mass nouns Noun substitute Irregular past Noun determiner Strengthening the use of the expletive "there"	work, money any ate a few	Is there any money in your purse? There's always work to do. No, there aren't any. We ate them last week. There were only a few beans and a few heads of lettuce left.
XIIa	Tag questions		A parrot is a beautiful bird, isn't it? He sounds funny, doesn't he?
XIIIa	Complex sentences Irregular plural	men, equipment	The men take care of their trucks and equipment when they aren't at a fire.
XIIIb	Mass noun Irregular past	fun took, made, got	I had a lot of fun looking around. I took leis that I made to give her.

Grade One			
LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
XIIIb	Preposition Strengthening the use of the expletive "there"	into	I even got into the pilot's seat.

## LESSON 1a - Grade 1

- TARGETS:**
1. Nominative pronouns: he, she, we, they, I, you
  2. Determiners: the, a
  3. Linking verbs: is, are, am (contracted)
  4. Lexical item: like

- NOTES:**
1. Substitute names of children.
  2. Pronunciation of "the": Because the choice of the vowel sound in this word, /i/ or /ə/, is determined by whether the word that follows begins with a vowel or a consonant, be sure to group the items chosen into those words that begin with the vowel and those that begin with a consonant. Once the students have gotten the conditioning pattern, use the determiner with words beginning with vowels and with consonants.

Examples:

/ði/:	the apple	the elephant	the orange
/ðə/:	the green apple	the monkey	the bird

3. Have pictures of workers and other people. Ask a child to tell who each worker is: "She's a nurse."
4. Child tells the class how it feels: "You're all sad." Class replies: "We're sad," and pantomimes.
5. Child says that he sees others and tells how they feel: "I see (Name) and (Name). They're happy. /sad. /etc."
6. Show pictures of animals or children. Each child describes the appearance of the animal or child, not the action. Give animals names so that children can use pronouns "she/he": "He's furry." "She's tall."
7. Each child stands up and tells about himself (age-grade): "I'm six. I'm a first grader. I'm a boy."
8. Each child can tell which of his classmates is a relative, neighbor, or friend: "Dick's my cousin."

### DIALOGUE:

#### Part 1 - A Friend

- A: The new girl's my friend. She's nice. Her name is \_\_\_\_\_.  
We play kickball together. We're happy together.
- B: (Name) and (Name) play together, too. They're very friendly.  
They're nice.
- A: You're nice and friendly, too. You're a good kickball player. I like kickball.
- B: Thank you. I'm glad. John's a good player, too. He's smart.
- A: We're all happy. We play together every day.

## Part 2 - School

I'm a student.

You're a student, too.

We know Mrs. Minemoto.

She's the other first grade teacher.

We know Mr. Hirano, too.

He's the principal.

We know Mr. Kawate.

He's the custodian.

They're here every day.

We're here every day, too.

They like school.

We like school, too.

### EXERCISES:

1. John's my friend.  
He's classmate.  
She's cousin.  
You're neighbor.
2. They're nice.  
We're happy.  
He's good.  
You're smart.  
She's friendly.  
I'm (etc.)
3. They like swimming.  
I school.  
We our teacher.  
playing kickball.
4. I'm a girl./boy.  
He's/She's girl./boy, too.
5. The dog's friendly.  
He's big.  
She's tired.  
(etc.) brown and white.  
frisky.  
small.  
cuddly.
6. The dog's very friendly.  
The cat's hungry.  
They're tired.  
You're good.  
We're excited.

7. Tiger's my pet.

He's a cat.

(Use your discretion and substitute more familiar names, if necessary.)

Each child is given cues as to the name and animal:

Snoopy -- dog	Red -- pony	Cock -- rooster
Bobo -- chimp	Donald -- duck	Clarence -- lion
Flipper -- dolphin	Moby Dick -- whale	
Sylvester -- cat	Ben -- bear	

\* \* \* \* \*

LESSON Ib - Grade 1

TARGETS: 1. Nominative pronoun: it  
2. Determiner: an  
3. Lexical item: have

NOTES: 1. Substitute names of children in Part 1.  
2. In Part 2, children can pantomime: sing, pet a cat, etc.  
3. Teacher or another child can name an object or animal.  
A child tells something about it:  
A: This is a ball.  
B: It's round, etc.  
4. Teacher can name an animal or object and then call on a child. The child says that he's that object or animal, using the right determiner:  
T: Egg.  
C: I'm an egg.  
CUES: doll, elephant, umbrella, pig, owl, monkey, horse, octopus, apple, pear, orange  
5. Grab Bag: Teacher can have a bag filled with toys and other objects. Each child gets to pull something out with his eyes closed. He tells the class what he has by feeling the object. Class tells him whether he's right or wrong:  
Child: I have a ball.  
Class: You're right. / You're wrong.  
6. A/An: A pocket chart with two columns (a/an) could be used. Pictures of objects and animals could be placed in the appropriate column for children to have a visual and auditory association.  
Example: Teacher will say "elephant" and will place the picture of the elephant in the "an" column. Then she can say "gray elephant" and shift the picture to the "a" column.

## DIALOGUE:

### Part 1 - A Good Time

I have a new toy.  
It's an orange kite.  
I run and fly my kite.  
I have a good time.

(Name) and (Name) have a kite.  
It's a big kite.  
It's an extra special kite.  
It's a dragon kite.  
We run and have a good time  
together.

### Part 2 - A Game

I know an old song.  
It's a pretty song.  
I sing the song every day.

I have a tin horn.  
It's a loud horn.  
I blow the horn every day.

I know an orange cat.  
It's a friendly cat.  
I pet the cat every day.

I have a toy drum.  
It's an Indian drum.  
I beat the drum every day.

I know a new game.  
It's a make-believe game.  
Sometimes I'm a singer.  
Sometimes I'm a cat.  
Sometimes I'm a tin horn.  
Sometimes I'm an Indian drum.  
It's a good game.

## EXERCISES:

1. I see something. It's an orange. It's an elephant.  
owl. egg.  
apple. octopus.  
airplane. ant.  
eraser. Indian.  
onion.
2. I hear a pretty song.  
buzz.  
tractor.  
whistle.  
growl.  
cat.  
dog.

3. Teacher gives cue. Child must choose "a" or "an":

T: I have a new toy. ... old coat

C: I have an old coat.

I have a/an new toy.

cat.

elephant.

orange cat.

chair.

uncle.

aunty.

I have a/an old coat.

dog.

ugly bug.

drum.

easy book.

funny book.

4. You have a pretty bug.  
I an ugly bug.  
You an owl.  
I a mynah bird.  
You an orange egg.  
I a blue egg.  
I know an old song.  
You a new song.  
I'm an Indian.  
You're a cowboy.

## LESSON IIa - Grade 1

- TARGETS:**
1. Interrogative linking
  2. Negative declarative linking
  3. Affirmative and negative predicate substitute
  4. Prepositions: in, at

- NOTES:**
1. Substitute names of children.
  2. Children can make up their own riddles.
  3. Children can ask each other questions about another person, persons, or things: "Are John and Mary late?" They can also answer each other: "They're not late."
  4. Extra Material: Song - "Where Is Thumbkin?"
  5. Guessing Game: Put something one at a time in a box without showing the item. Say: "I have something in this box. What is it?" Children guess: "Is it an eraser?" etc. Correct guesser gets a point.
  - 6a. Children can ask each other where a certain person is. Teacher gives a cue and one child tells where that person is. CUES: store, beach, park, movie, airport, shopping center, Dairy Queen.  
A: Where's John?  
T: ...store  
B: He's at the store.
  - 6b. Child pretends he's knocking at a door and asking for someone:  
A: Is John here?  
B: No, he's not. He's at \_\_\_\_\_. /in \_\_\_\_\_.

### DIALOGUE:

#### Part 1 - A Guessing Game

Mary and Jane play a guessing game.

- Mary: I'm fluffy and yellow. I'm alive. What am I?  
Jane: Are you an animal?  
Mary: Yes, I am.  
Jane: Are you a chick?  
Mary: No, I'm not a chick.  
Jane: Are you a duck?  
Mary: Yes, I am. Now you ask a question.  
Jane: It's round and green outside. It's juicy and red inside. What is it?  
Mary: Is it a fruit? Is it a watermelon?  
Jane: Yes, it is. It's a juicy watermelon.  
Mary: I like this guessing game. Who's this? She's an important

person at school. She's always busy. She's in the office.  
Jane: That's easy. She's the secretary.

## Part 2 - The First Day

A: Hello, I'm \_\_\_\_\_. I'm a new boy here.

B: Hello. My name's \_\_\_\_\_.

A: I'm in the first grade. Am I in the right room? Are we in the same grade?

B: My teacher's Mrs. Nishimoto. Is she your teacher, too?

A: Yes, she is. Where is she? She's not in the room.

B: She's in the office.

A: Are the principal and the secretary there, too?

B: No, they're not. They're still at home. Mrs. Nishimoto's early.

A: Who's that man? Is he the principal?

B: Oh, no. He's not the principal. He's a father.

## EXERCISES:

1. 

<u>A:</u>		<u>B:</u>
Am I	in the right room?	Yes, you are.
	in the right seat?	No, you're not.
Is he	in the first grade?	Yes, he is.
	at the park?	No, he's not.
Is she	in the truck?	Yes, she is.
	at the airport?	No, she's not.
Are we	in the right place?	Yes, we are.
	at the beach?	No, we're not.
Are you	in a hurry?	Yes, I am.
	in the second grade?	No, I'm not.
Are they	in the office?	Yes, they are.
	at the supermarket?	No, they're not.
Is John	in the right line?	Yes, he is.
	at school now?	No, he's not.
2. (Several children are given pictures of fruits, animals, or toys. They make believe they don't know the names of the fruits, etc.):  
A: (apple) Is this a banana?  
B: No, it isn't. It's an apple.
3. Johnny's at the Dairy Queen.  
You're in the first grade room.  
He's in school.  
We're at the park.  
They're in the second grade.  
I'm at the beach.  
She's here.

4.     A:  
Where's the principal?     He's in     the office.  
Where's the custodian?     He's not in  
Where's the secretary?     He's in     the storeroom.  
Where's the teacher?     He's not in  
Where's the cafeteria     She's in     the library.  
manager?     She's not in  
Where's the teacher?     She's in     the dispensary.  
Where's the cafeteria     She's not in  
manager?     She's in     the cafeteria.  
She's not in
5.   They're   at the store.  
We're    in the classroom.  
You're   at the crosswalk.  
          at school.  
          in the building.

\* \* \* \* \*

## LESSON IIb - Grade 1

- TARGETS:**
1. Prepositions: for, with
  2. Objective pronouns: them, me
  3. Lexical item: ask

- NOTES:**
1. Substitute names of children.
  2. Child asks about two or three other children: "Where are (Name) and (Name)?" Another child answers: "They're outside." First child can give an order using "them": "Call them," etc.
  3. One child can ask another child to do something "for" or "with" him. Use "me": "Walk with me."
  4. Show pictures: Children can ask each other questions about the description of what is depicted: "Is he/the boy tall?" Others answer: "He/The boy isn't tall."
  5. Have pictures of toys in a bag or miniature 5¢-10¢ toys. A child makes believe that he is Santa Claus. Pulls a "toy" out of the bag and says: "This kite is for (Name)."
  6. Hold up a picture of an object and lay it down. Call on a child. Child asks another child to get the object for him. The second child picks the object up and takes it to the first child. (Actual items around the room can be designated.)  
1st Child: Please get me a/an \_\_\_\_\_.  
(Variation: "Please get a/an \_\_\_\_\_ for me.")

"Thank you for the \_\_\_\_\_."

7. Children pretend that they're talking to Santa Claus, either in person or on the telephone. Ask him to bring them something and to bring someone else something:

A: Please bring me a top.

B: Please bring a doll for my sister.

If the teacher wishes, children can even sit on the teacher's lap.

## DIALOGUE:

### Part 1 - A New Game

Patty: Where's your sister Mary? Is she at home?

Sue: Yes, she is. She and Jane are in the house.

Patty: Are they busy?

Sue: No, they aren't busy.

Patty: Please call them for me.

Sue: All right.

Patty: Hi, Mary. Hi, Jane.

Mary: Hi, Patty.

Jane: Hi, Patty.

Patty: I have a new game. It isn't a hard game. Please play with me.

Mary and Jane: Okay.

Sue: Please let me play, too.

Patty: All right.

### Part 2 - The Wagon

A: Mother, where's my new wagon? I need my wagon for a job.

B: It's in the garage. Look for the wagon there.

A: It isn't there. Please help me.

B: I'm busy. Call Jim and Bill. Ask them.

A: Are they in the yard?

B: Yes. They're with father.

A: Oh, I see them. They have my wagon with them.

### Part 3 - Arithmetic

(This lesson is optional. If the terms have not been introduced in arithmetic, do not use the lesson.)

I have a set.

You have a set.

Are my set and your set equivalent?

No, they aren't.

Yes, they are.

Why are they equivalent?

They're the same.

Here are (Name) and (Name).

Let's give them your set and my set.

Here's a set.

Find me an equivalent set. / Find an equivalent set for me.

We have a set.

We want an equivalent set.

Find them an equivalent set. / Find an equivalent set for them.

### EXERCISES:

1. I need (Name) and (Name). Please call them for me.  
find  
get
2. Please play with me.  
eat  
sit  
sing  
draw  
paint  
talk  
jump rope
3. A: Are they in the first grade room?  
playground?  
cafeteria?  
office?  
  
B: Yes, they are.  
No, they aren't.  
A: Please call them for me.  
Then please look for them.
4. Please help them look for a stick.  
big rock.  
handkerchief.  
pretty flower.  
an orange butterfly.  
a baby bird.  
round shell.  
big marble.
5. A: Are you busy now?  
B: No, I'm not.  
A: Then please help me look for \_\_\_\_\_. (Use #4 above.)
6. Let me see the book.  
them drawing.  
caterpillar in the jar.  
plant in the can.

7. Give them a big pencil.  
me marble.  
pin.  
fish.  
dish.
8. A: Are they at the beach?  
park?  
store?
- B: Yes, they are.  
A: Please get them for me.
9. A: Are they in the cafeteria?  
yard?
- B: No, they're not.  
A: Please find them for me.
10. A: Is he outside?  
B: Yes, he is.  
No, he isn't.
11. Please get me a/an (Show picture of singular count noun objects) ...

\* \* \* \* \*

## LESSON IIc - Grade 1

- TARGETS:**
1. Objective pronouns: it, him, her
  2. Noun substitute: mine
  3. Preposition: to

- NOTES:**
1. Substitute names of children.
  2. Each child contributes a personal item into a bag. Every child gets to pull something out. Child can hold up item and ask: "Whose \_\_\_\_\_ is this?" Another child can answer: "It's mine/It isn't mine/Mine is red, etc."
  3. One child gives an order about handing an object to a boy or girl. Use "it, her, him": "Give it to her/him." "Give her a red crayon."
  4. Teacher can tell class that each child is going to describe an item she names:  
T: ...pencil Mine is red.  
C: Mine is yellow.

## DIALOGUE:

### Part 1 - Sharing

A: I have an umbrella and a raincoat today.

B: Yes. I have mine, too.

A: Are they new? They look new.

B: Yes and no. My umbrella isn't new. My raincoat's new.  
I'm too big for my old raincoat.

A: I share my umbrella with my brother. I come to school with him  
every day. Sometimes I let him hold it.

B: I have a sister. I let her use mine sometimes.

A: Sharing is a good habit.

### Part 2 - A Dog

A: Hi, (Name). Let me see your new toy gun.

B: I have it in the house. Oh, whose dog is this?

A: He's mine.

B: What's his name?

A: I call him Pug.

B: I have a bone.

A: Please give it to Pug. A bone is a treat for a dog.

B: I know.

A: I ask my mother for a bone every day. I usually get a bone. Pug  
and I work for it. We help my mother. We go to the store for  
her. We chase the mongoose away for her.

## EXERCISES:

- |    |           |                                   |               |
|----|-----------|-----------------------------------|---------------|
| 1. | <u>A:</u> |                                   | <u>B:</u>     |
|    | Is this   | book mine?                        | Yes, it is.   |
|    |           | bell                              | No, it isn't. |
|    |           | desk                              |               |
|    |           | pencil                            |               |
|    |           | raincoat                          |               |
|    |           | umbrella                          |               |
|    |           | present                           |               |
| 2. | I let him | take mine to school.              |               |
|    | her       | take it.                          |               |
|    |           | use mine in the first grade room. |               |
| 3. | Please    | find mine for me.                 |               |
|    |           | ask him                           |               |
|    |           | keep it                           | him.          |
|    |           | mend it                           | them.         |

4.       A:  
Whose dog is this?                      B:  
pet    It's mine.  
fishnet  
pencil  
crayon
5.     (One child gives the direction. Another child obeys.)  
A: Here's a ball (etc).  
Take it to the corner.  
the sink.  
the wastebasket.  
Mary.
6.     A: Where is your pencil(etc.)? I keep mine in my desk.  
B: I keep mine in my pocket (etc.).
7.     Please give it to him (for me).  
take them.  
her.

## LESSON IIIa - Grade 1

- TARGETS:**
1. Present progressive
  2. Prepositions: under, on
  3. Lexical item: stay

- NOTES:**
1. Use fingerplay (Part 1).
  2. Substitute names of children (Part 2).
  3. Show pictures of action going on. Let children tell what's happening.
  4. Use live fish in aquarium, insects in jars, etc., and have children describe what it's/they're doing; i. e., describe action using present progressive.
  5. A child can be doing something "on" a chair or "under" a table, and the class can tell what's happening.
  6. Let children imagine they're "under" something, and tell what it is:  
A: I'm hiding under the house.  
B: I'm playing under the tree.
  7. One child at a time goes to the front of the room. (Table and 2 boxes needed.) Child is given a bean. Without being obvious, he manipulates the bean so that it's under one box. Child asks: "Where is the bean?" Calls on another child. Child called has to guess, using this pattern: "Is it under the red box?" Child answers: "Yes, it is. / No, it isn't. It's under the green box." (Left and right hand may be substituted if children have mastered the concept.)
  8. Teacher or a child can be doing something. Another child can tell what the teacher or the child is doing:  
A: She's writing on the chalkboard.

### DIALOGUE:

#### Part 1 - My Hand

This fat thumb's walking to the beach.

This wiggly pointer's looking under a table.

This tall fellow and this ring finger are standing straight.

This little man's rolling on the floor.

"I'm staying right here and so are you," Mr. Right Hand's saying.

"We're staying here. We belong together."

Every finger and thumb is sad.

**Fred:** Hi, Bill.

**Fred:** I'm going to the park. I'm meeting Tom and Jim there. We're playing ball today. We're staying at the park all morning. Come on over.

**Fred:** Okay. Tom and Jim are practicing now. I'm practicing with them. Hurry over. Park your bike under the tree.

## 1. Substitution

**sitting**

**Expansion**  
in the first grade room.  
in the wrong place.  
on my chair.  
on the bed.

**Children: You're sitting.**

**Children:** I'm sitting.

**Teacher:** ... in the first grade room

I'm sitting in the first grade room.

**Children:** I'm sitting in the first grade room.

**Teacher:** ... in the wrong place

**Children:** I'm sitting in the wrong place.

2a. You're, I'm, We're,

hiding

**under the bed.**

**They're. (Name's),**

playing

**under a bush.**

He's. She's

lying

**crawling**

**sleeping**

**under the bed.**

on the bed.

in the chair.

**under the mango tree.**

2b. A:

I'm going to the store.

We're the park.

He's the beach.

**She's** **town.**

(Name's) Honolulu.

**They're Hapuna Beach.**

(Name) and (Name)

are going to

**B:**

No, you're staying right here.

you're at home.

he's in his room.

**she's**

(Name's)

they're

they're

3. (Name's)/'re           bathing the dog.  
 (Names or                sliding together on the slide.  
 pronouns)               talking together with the teacher.  
                              climbing together on the jungle gym.  
                              saving a seat for me.  
                              drawing a picture for the teacher.  
                              meeting my friend at the park.  
                              looking at an orange tree.
4. Have a paper carton and a ball. Every child gets a chance to demonstrate and explain:  
 A: I'm putting the ball       on       the box.  
                                      in  
                                      under

\* \* \* \* \*

### LESSON IIIb - Grade 1

- TARGETS:**
1. Interrogative present progressive
  2. Predicate substitutes
  3. Infinitive
  4. Objective pronoun: us
  5. Lexical item: want to

- NOTES:**
1. Substitute names of children.
  2. One child can be asked to do something. Second child is asked to guess what the first child is doing by asking the child:  
       T: ...jump  
       A: Are you jumping?  
       B: Yes, I am.
  3. Show pictures of action going on. Rather than telling what's happening, one child can ask a question: "Is he feeding the dog?" Another child can give a short answer.
  4. Each child can tell what he plans to do the next day (to use infinitive): "I'm going to swim tomorrow." Another child can join in and say, "I want to swim too," using the infinitive phrase used by the first child.
  5. Children can ask the teacher whether the class is going to participate in an activity: "Are we going out to play?"
  6. Have several objects on a table. Have children name them first. Then play a guessing game, using this format:  
       A: I'm wishing for something on this table.  
       B: Are you wishing for the rabbit?  
       A: Yes, I'm wishing for the rabbit.               or  
       No, I'm not wishing for the rabbit.

7. Child can be behind the bulletin board or anywhere out of sight of the class and can be doing something that can be identified by the sound. Example: singing. Other children ask each other what that child's doing:  
 A: Is he singing?  
 B: Yes, he is.
8. Scrambled Fruit Basket: "It" turns his back to the class. Children exchange places and one child leaves the room. "It" has three guesses. Class says, "It, It - someone's missing." "It" guesses: "Is (Name) missing?"  
 Class: "Yes, he is. /No, he isn't."

## DIALOGUE:

### Part 1 - Helping at Home

- A: I'm hungry. Are we going to eat now?  
 B: No, we aren't. I'm still cooking. Where are your father and brother? Are they working in the yard?  
 A: Yes, they are. Is father teaching (Name) to use the lawn mower? Am I going to learn, too?  
 B: Not today. Your brother's helping your father cut a tree. Go out there and help them.  
 A: All right. I want to help them. Are you coming out later to call us?  
 B: Yes, I am.

### Part 2 - The Policeman

- A: A policeman's coming to visit us. The principal's bringing him.  
 B: Are they going to scold us?  
 A: Oh, no. A policeman's our friend. He's going to help us.  
 B: Are you going to listen to him?  
 A: Yes, I am. I want to learn. He's going to teach us how to keep safe.  
 B: Is he teaching us the right way to cross a street?  
 A: Yes, he is. He's going to teach us what to watch for.

## EXERCISES:

- |  |   |
|--|---|
| 1. <u>A:</u><br>Are we going to eat now?<br>to play?<br>to draw?<br>to clean up?<br>to go home?<br>to leave? | <u>B:</u><br>Yes, we are.<br>No, we're not.<br>No, we aren't. |
|--|---|

A:  
 Are they going to start with us?  
                                   to jump rope?  
                                   to read?  
 Is he                          to wait?  
       she                      to stay?  
       (Name)                  to fall down?  
                                   to catch the bug?  
 Am I                          to play ball now?  
                                   to sing too?  
                                   to draw a picture?  
                                   to stay at home?  
                                   to eat at the Dairy Queen?

B:  
 Yes, they are.  
 No, they're not.  
 No, they aren't.  
 Yes, he/she is.  
 No, he/she isn't.  
 No, he's/she's not.  
 Yes, you are.  
 No, you're not.  
 No, you aren't.

2. A:  
 Are you going to play ball now?  
                                   to help us  
                                   to eat the egg  
                                   to dig a hole  
                                   to go home  
                                   to sing with us

B:  
 Yes, I am.  
 No, I'm not.

3. I'm going to play ball tomorrow.  
    He's                          today.  
    (etc.)                      next week.  
                                   now.  
                                   this weekend.  
                                   Saturday.

4. A man                      is coming to visit us.

A policeman

My auntie

He

Jason

(Change these sentences into questions.)

5. (Name) and (Name) are going to jump rope today.

They're

We're

You're

(Change these sentences into questions.)

6a. A:  
 Am I sitting in the right place?  
       standing                  wrong  
       writing  
       digging

B:  
 No, you're not.  
 Yes, you are.

(Change to "Are we ... ?")

A:  
Am I walking too fast?  
running slow?  
talking  
singing

B:  
No, you're not.  
Yes, you are.

(Change to "Are we ... ?")

6b. A:  
Are you hiding my book?  
reading  
scratching  
looking at  
sitting on

B:  
No, I'm not.  
Yes, I am.

6c. A:  
Are they running on the porch?  
jumping  
playing  
yelling  
screaming  
staying

B:  
No, they're not.  
No, they aren't.  
Yes, they are.

6d. A:  
Is he hiding under the desk?  
she bed?  
it porch?  
car?

B:  
No, he's/she's/it's not.  
No, he/she/it isn't.  
Yes, he/she/it is.

7. A: (Name) is hungry.  
happy.  
sad.  
angry.  
ready.  
quiet.

B: Is he really hungry (etc.)?

A: Yes, he is.

8. Have a child do something and then have children do the above drill using progressive forms. Example: Roy is pulling his ear:

A: Roy's pulling his ear.

B: Is he really pulling his ear?

C: Yes, he is.

(It has to be an action that can be continued through the episode-- so we don't have a child saying, "Roy is pulling his ear," when Roy has already finished pulling his ear.)

9. Do #7 again with "are".

10. Do #8 again with two or more people for each episode, for "are".

11. Mix up "is" and "are".

12a. I want to play in the tree.  
 We closet.  
 They mud puddle.  
 with the cat.  
 dog.  
 ball.

12b.	<u>A:</u>		<u>B:</u>
	He's	going to sing.	I want to sing too.
	She's	eat.	eat
	They're	rest.	rest
	We're	read.	read
		leave.	leave
		stay.	stay

\* \* \* \* \*

### LESSON IIIc - Grade 1

**TARGETS:**

1. Negative declarative present progressive
2. Objective pronoun: you
3. Lexical item: tell

**NOTES:**

1. Substitute names of children.
2. Each child tells what he's going to or not going to do  
 "with" or "for" you: "I'm not going to sing with/for you."
3. One child can ask the question and the second child give the full answer:  
 A: Are you going to sing with/for me?  
 B: I'm not going to sing with/for you.
4. One child takes the part of a father or mother and asks another child to perform a chore. Child makes believe that he's naughty and disobedient.  
 A: Please empty the wastebasket for me.  
 B: No, I'm not going to empty the wastebasket for you.

### DIALOGUE:

#### Part 1 - Going to School

Charlene: Hi, Leroy. Are you walking to school today?  
 Leroy: Yes, I am.  
 Charlene: Is your brother going to walk with you?  
 Leroy: No, he's not. He's going to ride the bus to school.  
 Charlene: Is your sister going to ride the bus, too?  
 Leroy: No. My sister's not going to ride the bus. She's going to walk to school with us.

Charlene: (Name's) going to ride a truck. His father's going to drive him.  
 Leroy: Yes, I know. (Name's) going to ride his bike to school.  
 Charlene: (Name), (Name), and your brother are very lucky. They're going to ride to school. We have to walk!  
 Leroy: The day is nice for walking. I like to walk to school.

#### Part 2 - A Cold

A: I'm not going to school tomorrow. Please tell the teacher for me.  
 B: Why are you staying at home? Are you sick?  
 A: Yes. I'm not feeling well. I have a cold. The doctor's not coming to our house. My mother's taking me to his office.  
 B: Is he going to give you an injection?  
 A: Yes, he is. I'm not going to cry. The injection's going to help me get well.  
 B: Is your father driving you?  
 A: No, he's not. He's working in Kona this week. We're riding the bus to town.

#### EXERCISES:

1. (Name) and (Name) are not going to ride the bus.  
 They're not going to go home now.  
 My sister's to eat her apple.  
 brother's to play with us.  
 friend's to help me.  
 He's to stay at home today.  
 to wait for us.
2. I'm going to help you paint a picture.  
 wash your dog.  
 fix your bed.  
 build an airplane.  
 make a kite.
3. Am I hurting you?  
 bothering  
 scaring
4. Am I going to stay with you?  
 to eat  
 to play
5. I'm not going to play with you.  
 to help you.  
 to grab you.  
 to listen to you.  
 to talk to you.

I'm not going to draw for you.  
to look at you.  
to give you my pencil.

6. (Have children give the negative of the following sentences):

The teacher's going to read today.  
He's working in Hilo next week.  
The doctor's coming to our house.  
She's going to school tomorrow.  
Leroy's going to ride his bike to school.  
My sister's going to ride the bus.  
Michele's going to bake a cake today.  
Billy's going to ride a truck.  
My brother's going to walk to school.  
I'm walking to school tomorrow.  
I'm staying at home.  
I'm going to cry.

7.

A:

Is the phonograph under the table?  
the chair upside down?  
he winking?  
she smiling?  
John  
Mary

Are we leaving now?  
they eating  
you taking a bath  
going to ride the bus  
Am I squeezing you too hard?  
pushing  
punching

8. She's going to tell us a story.  
He's riddle.  
joke.

(Variation: "The teacher's not ... ")

9. Are you going to tell my mother?  
my teacher?  
us a story?  
us a riddle?  
us a joke?

10. I want to tell you a story.  
joke.  
secret.  
riddle.

B:

No, it's not.

No, he's not.  
she's

No, we're not.  
they're  
we're/I'm

No, you're not.

11. Tell her to    look for the ball    now.  
                      come here  
                      help us  
                      take a nap  
                      close the door  
                      read a book  
                      scrub the bathtub
12. I want to    paint a picture.  
                      wash your dog.  
                      fix your bed.  
                      build an airplane.  
                      make a kite.

\* \* \* \* \*

### LESSON IIId - Grade 1

- TARGETS:** 1. Negative interrogative present progressive  
 2. Preposition: across

- NOTES:** 1. Substitute names of children.  
 2. One child asks another child about something that's going to happen of which he isn't too sure:  
     "Aren't we going swimming tomorrow?"  
     Another child answers: "Yes, we are. / No, we aren't."  
 3. Children give each other orders and obey the commands.  
     Use prepositions: "on, under, across, to, in, at":  
     A: Look at a book.  
     B: Jump across the room.  
 4. Have an imaginary stream or path. Each child gets a chance to direct another child to jump across the stream or path.  
 5. Children form a circle. A blindfolded child in the center reaches out to touch someone and guesses: "Am I touching (Name)?" Children respond appropriately.  
 6. Ask about a child not eating something or about another child not eating something:  
     A: Aren't you eating your apple today?  
     B: Isn't John eating his apple today?

## DIALOGUE:

### Part 1 - Safety Rule: Crossing the Street

- Fal: Aren't we going to cross the street now?
- Roy: No, we aren't. We're going to the crosswalk first.
- Fal: Good. We have to be careful.
- Roy: Oh, look at (Name) running. He isn't very careful. Are you going to run, too?
- Fal: No, I'm not. Running across the street is very dangerous. Isn't that (Name) at the crosswalk?
- Roy: No, that's not her. That's (Name). She's very smart. She isn't running. She's walking across the street.
- Fal: We're going to be smart, too. We aren't going to run across the street. We're going to walk. We're going to look to the left and to the right.
- Roy: Yes, we are.

### Part 2 - Bicycle Safety

- A: Hi, (Name). Are you going to the park?
- B: Hi, (Name). Yes, I am. Are you going, too?
- A: Aren't you taking your bicycle?
- B: No, I'm not. I'm walking today. My brother's fixing my bike.
- A: Isn't his team playing today?
- B: No, it isn't. The boys are resting today.
- A: Oh. What's wrong with your bicycle?
- B: The handlebar is loose.
- A: A wobbly handlebar is dangerous.
- B: Yes, it is.

## EXERCISES:

1. Aren't you going to play today?  
we to the dentist tomorrow?  
they to have a birthday party?  
to the beach with us?  
to take anything?  
to thank them?  
to take the thorn out?
2. Isn't he coming with us?  
she to our party?  
(Name) to visit?  
on a jet?  
to see us?  
on his bicycle?  
to get you?

- (1, 2, 3 with "yes" or "no" accompanying the appropriate pronoun.)

- William and Brenda aren't going to come today.**

- ## Slide

- 7. (Teacher or child performs and asks the question.)**

8.       **A:**                      Are you standing up?  
                                 crying?
- B:**                      No, we aren't. We're sitting down.  
                                 No, I'm not. I'm smiling.

9. (Additional practice for Exercise #7: Use visual aids of activities being performed by several people.)

A:

Are (Names) singing?

they playing?

walking across

the street?

swimming in

the pool?

sweeping under

the chair?

feeding the

dog?

playing at

the park?

B:

No, they aren't. They're talking.

No, they aren't. They're sleeping.

No, they aren't. They're running.

No, they aren't. They're diving.

No, they aren't. They're hiding.

No, they aren't. They're petting it.

No, they're not. They're playing in the tree.

10. They're running across the street.  
She's walking park.  
He's skipping  
galloping

## LESSON IVa - Grade 1

- TARGETS:**
1. Irregular past: was, lost, went
  2. Interrogative "did"
  3. Predicate substitute "did-didn't"
  4. Declarative "did" (negative)
  5. Preposition: out

- NOTES:**
1. Substitute names of children. Also substitute missing item.
  2. Have children ask each other questions beginning with: "Did ... ?"
  3. Give sentences in the present tense and then have the children convert them to the past when you say, "yesterday," etc: "They go to the store every day." "I lose a ball every day." "She's hungry every day."
  4. Ask: "When did you lose your \_\_\_\_\_?"  
C: I lost it yesterday, etc.
  5. Ask: "Where did you go on Saturday/Sunday?" etc.  
C: I went to visit my aunty.
  6. If the children have difficulty pronouncing the final cluster in "went," concentrate practice on exercise #3 where "went" is followed by a word beginning with a vowel sound.

### DIALOGUE:

#### The Missing Umbrella

A: Is this your umbrella?

B: Yes, it's mine. Where did you find it? I didn't miss it.

A: It was out on the playground. I lost my umbrella. I went out there to look for it.

B: Did you find your umbrella?

A: No, I didn't.

B: Where did you leave it?

A: Outside.

B: Did you look everywhere?

A: Yes, I did.

B: Let me help you. Is that an umbrella under the jungle gym?

A: Yes, it is. It's mine. See. My name's on it. Thank you.

B: You're welcome.

## EXERCISES:

1.     A:  
Did you find your   ring?  
                          pin?  
                          kitten?  
                          dish?  
                          umbrella?  
                          slipper?  
                          pencil?  
  
           B:  
Yes, I did.  
No, I didn't.
2.     A:  
Where did you   find it?  
                  see it?  
                  look for it?  
                  lose it?  
                  leave it?
3.   I went    across the   street.  
                  park.  
                  room.  
              out the   door.  
                  window.  
                  opening.
4.   He went to the   store.  
                  park.  
                  movie.  
                  game.  
                  beach.
5.   She went with her   mother.  
                          friend.  
                          sister.  
                          aunt.  
                          father.
6.   It was   under the   table.  
                  sink.  
                  car.  
              in the   crib.  
                  ship.  
                  room.
7.   I was   sick   yesterday.  
          tired  
          happy  
          thirsty  
          itchy  
          sad

8. She didn't swim.  
 He fix the swing.  
 I lose my slipper.  
 trick them.  
 hit them.  
 throw it.
9. I lost my ring.  
 dog.  
 picture.  
 pencil.
- (Change to interrogative: "Did you lose your ball?")
10. I lost my pencil out here.  
 slipper there.  
 fish  
 penny
11. (Name) didn't lose the book. (Name) lost it.  
 He pencil. I  
 She quarter. We  
 They game.  
 nickel.

\*\*\*\*\*

#### LESSON IVb - Grade 1

- TARGETS:**
1. Noun plurals: /-z, -əz/ endings
  2. Noun determiner: another
  3. Prepositions: like, of
  4. Regular past: /-t, -d/ endings
  5. Irregular past: saw

- NOTES:**
1. Substitute names of children.
  2. The pronunciations of the plural endings are determined by the following conditions:  
 /-əz/ after stems that end in /s z š ž č j/, e.g.,  
 classes, watches;  
 /-s/ after stems that end in /p t k f θ/, e.g., hops,  
 hits; (not a target for this lesson)  
 /-z/ after all other stems, viz. those ending in  
 /b d g v ð m n ŋ l r/, vowels, and semivowels,  
 e.g., bids, goes.
  3. The pronunciations of the regular past tense endings are determined by the following conditions:  
 /-əd/ after stems that end in /t d/, e.g., melted;  
 /-t/ after stems that end in /p k c f θ š/, e.g., stopped;

- /-d/ after stems ending in voiced sounds except /-d/,  
e. g. , climbed, played.
4. After giving clues, have children give you a sentence in the regular past tense with /-t/ or /-d/ endings:  
     car - stop                      farmer - pick  
     boy - knock                    mother - call  
     bug - crawl
  5. Using the same sentences, ask the children to tell about more than one thing or person.
  6. Give the singular noun and the base form of the verb as clues. Ask children to change noun to the plural form and say that it happened yesterday: "I/We/They see a horse/a new house/ a big box/ an orange rose/ a match."
  7. Have children give similes: "He's as big as an elephant."
  8. Each child holds an actual object or a picture -- tells teacher: "I need another ..." (another of same object).
  9. Children can recite, "This Little Pig Went to Market":  
     "This little pig went to market;  
     This little pig stayed home;  
     This little pig lost an apple;  
     This little pig picked oranges;  
     This little pig cried, 'wee-wee', all the way home."
  10. Have pictures of objects that have the /-z, -əz/ endings in their plural forms. Children can talk about these objects.
  11. Flash a picture or an object at one child. Child tells what he saw.

## DIALOGUE:

### The Praying Mantis

Did you ever see a praying mantis? It's a large insect. Sometimes it's as long as your hand.

The mantis is usually rubbing its front legs together. It isn't praying but we call it a praying mantis. It's waiting to catch another insect.

Gardeners like mantises. They catch flies and beetles with their strong front legs.

A: Did you see that ugly bug?

B: No, I didn't. Where was it?

A: There on that bush. I never saw a bug like that before. It looked like a twig. It didn't move. Then suddenly it grabbed a beetle.

B: You mean a green and brown thing?

A: Yes. Did you see it?

B: No, I didn't see it, but I saw another bug like it before. It looked

like part of the bush.

A: It looked mean. What's its name?

B: That's a praying mantis.

### EXERCISES:

1. They saw a horse. It was as tall as a car.  
a new house. bright as a new penny.  
a big box. big as a house.  
an orange. round as a ball.  
a match. thick as a pencil.
2. I like bugs. I like girls.  
dolls. doves.  
boys. monkeys.  
lambs. trains.  
games. teachers.  
I saw the houses. I saw the oranges.  
cages. beaches.  
prizes. churches.  
bushes.
3. I'm eating the orange. /oranges.  
She's washing the glass. /glasses. dish. /dishes.  
We're smelling the rose. /roses.  
They're riding the horse. /horses.  
I'm going to find the box. /boxes. match. /matches.  
He's looking at the mongoose. /mongooses.
4. T: Billy saw a horse. ...two Billy saw two horses.  
C: Billy saw two horses.  
CUES:  
Billy saw a bug. /...four crab. /...five  
bench. /...two mango. /...six  
an orange. /...three bed. /...two  
bird. /...two comb. /...three  
barn. /...four bench. /...two  
torch. /...two ruler. /...three  
girl. /...five brush. /...three  
chair. /...two
5. He grabbed a whole bag of marbles.  
She dropped cookies.  
They guavas.  
oranges.  
peaches.
- 6a. He picked an apple.  
munched on  
dropped

6b. He kicked the ball.  
passed  
dropped

7. She called the dogs.  
played with  
hugged  
loved

We saw the bugs.  
watched  
moved  
passed  
stepped on  
chased  
scared  
kicked  
liked

8. I saw something moving. It looked like a bug.  
horse.  
centipede.  
caterpillar.  
dog.  
spider.  
crab.

9. A:

I'm scared.

It looked like a ghost.  
monster.  
witch.  
giant.

B:

Scaredy cat!

It was a sheet.  
horse.  
shadow.  
telephone pole.

10a. I'm afraid of the big boys.  
scared my brother.  
ashamed my sister.  
proud my dog.

10b. The dog's full of fleas.

cat's  
flower's bugs.  
guava's  
plant's flowers.  
room's

## LESSON IVc - Grade 1

- TARGETS: 1. Irregular past: heard, crept, ran, came, were  
2. Regular past: /-əd/ ending  
3. Preposition: out of

- NOTES: 1. Children can pretend that they're the mongoose.  
2. Ask children to tell about something that has already happened using the following words: "nod, hunt, plant, end, count, want".  
3. Give the following sentences as models. Ask children to change them to say that it happened yesterday or last week: They hear a dog. /creep outside.  
We/I run fast. /come to school every day, (etc.)  
4. The children can be asked to illustrate the story after they've heard the teacher model it.  
5. Tell children that there was a magic barrel in class. Each child tells what came out of the barrel:  
A: A purple giraffe came out of the barrel.  
6. Make-Believe: One child makes believe he's a magician. Child pantomimes; he pulls something out of a magic hat:  
A: What did you pull out of your hat?  
B: I pulled a rabbit out of my hat.  
7. A child is blindfolded. The teacher or another child makes a sound. The blindfolded child tries to guess what he heard: "I heard a tapping sound."

### DIALOGUE:

#### Part 1 - An Adventure

One day last summer, a little mongoose looked out of his door. His home was a hole under a big rock.

The little mongoose looked this way and he looked that way. He heard the birds singing and the leaves rustling. He didn't hear or see anything dangerous. Slowly he crept out of his hole.

The little mongoose was outside. He lifted his nose and sniffed. He smelled something. It smelled so good. He wanted to find it.

The mongoose hunted and hunted. Suddenly he saw it. It was a sandwich lying right on the road. The little mongoose looked all around. He didn't hear or see anything dangerous. He ran to the sandwich and picked it up.

Just then the little mongoose saw a red monster. It came straight at him. Its two eyes were bright. VROOM! The little mongoose was so frightened. He dropped the sandwich and ran to his hole. He scooted inside.

What was the monster? Did you guess? Yes. It was a car. But the little mongoose didn't know that.

## Part 2 - A Lost Pet

### Special Notes:

1. Targets are the regular past tense endings: /-t, -d, -əd/, plus irregular past tense forms: "heard, crept, ran, came, were, lost, was, went".
2. Lesson may be used to check the children's mastery of these past tense forms.
3. Each child is given a numbered slip of paper. Each child is assigned a sentence. Teacher models and child repeats for practice.
4. Teacher holds up identical slips of paper with numbers. Child with the matching number gives his sentence.
5. Whole class can do the introduction together.

One day a little boy lost his pet. He went out to look for it. He walked along. He came to a forest. It was a dark forest. The boy crept on his hands and knees.

He heard something.

It sounded scary.

The boy saw an owl.

The owl hooted.

It slapped its wings.

The boy stamped his foot.

He clapped his hands.

The owl went away.

The boy wanted to run.

But he walked along.

Then he saw an animal.

The animal rubbed its stomach.

It scratched its head.

It wrinkled its nose.

The boy jumped up and down.

He shouted at the animal.

He clicked his fingers.

The animal ran away.

The boy walked along.

He tooted his horn.

He wiggled his toes.

He clapped his hands.

A dog came running to him.

It was his pet.

The boy laughed. He was so happy.

He hugged his dog and they walked home together.

## EXERCISES:

1a. The mongoose wanted the sandwiches.

boys  
girls  
hunted for  
lifted  
counted  
needed  
hated  
tasted  
wasted

1b. They noticed the sandwich.

He dropped  
She looked at  
sniffed at  
snatched  
toasted  
served

2. A:  
What did they hear?  
she  
he

B:  
They heard an airplane.  
She a car.  
He his mother.  
a siren.

3. A:  
What did the mongoose do?  
mouse  
rabbit

B:  
It crept away.  
scooted home.  
ran out of the house.  
rushed across the road.  
skipped out of a cave.  
hurried under a rock.  
out of its hole.

4. His mother and father came home.

Her mother in.

His father by.

to see him.

to talk to him.

5. Bill and Mary sounded happy last night.

They were gay

We sad

You tired

angry

frightened

- |    |                            |  |
|----|----------------------------|--|
| 6. | <u>A:</u>                  | <u>B:</u>                              |
|    | Where were you?            |  |
|    | I                          | I waited for you all day. I was at the |
|    | Your friend                | beach.                                 |
|    | mother                     | park.                                  |
|    | father                     | across the street.                     |
|    | brother                    | river.                                 |
|    | aunty                      | under the house.                       |
|    |                            | bridge.                                |
| 7. | They came out of the room. |  |
|    | He sneaked                 |  |
|    | She stumbled               |  |
|    | We tiptoed                 |  |
|    | crept                      |  |
|    | ran                        |  |

\* \* \* \* \*

## LESSON IVd - Grade 1

- TARGETS:**
1. Noun plural: /-s/ ending
  2. Negative interrogative "did"
  3. Noun determiner: several

- NOTES:**
1. Substitute names of children.
  2. Let children ask each other questions beginning with:  
"Didn't . . . ?" These can be questions about something that was supposed, or expected, to have been received before: "Didn't you get your new bicycle?"
  3. Give a noun and ask children to use it in a sentence, telling about more than one of that thing or person.  
Example: . . . pet I have two pets.  
CUES: apple, kite, toy, pencil, book, sister, truck, uncle, elephant, monkey, box, watch.
  4. Role playing: "A Child and Mother". Mother returns from work or shopping and asks, in a scolding tone of voice, about a chore that should have been completed: "Didn't you do the dishes?" etc.
  5. Children tell of things that they have at home. If they have quite a few, they can be encouraged to use the determiner, "several":  
"We have several beds/pets at home," etc.
  6. For extra material, use poem "Bugs", found in Speech Activities in the Elementary School, Department of Education, Honolulu, p. 68.



3.

A:  
Didn't you find the

coconuts?  
grapes?  
boxes?  
oranges?  
glasses?  
spoons?  
flags?  
cupcakes?  
olives?  
plates?  
forks?

B:  
Yes, I did.  
No, I didn't.

4.

A: I lost my raincoat.  
sweater.  
football.  
key.  
umbrella.

B: Didn't you look in the Lost and Found box?

A: I did. But it's not there.

## LESSON Va - Grade 1

- TARGETS:**
1. Interrogative "do-does"
  2. Predicate substitute "do-does" ("not" contracted)
  3. Negative declarative "do-does" ("not" contracted)
  4. Noun substitute: much
  5. Noun determiner: any

- NOTES:**
1. Substitute names of children.
  2. Give a sentence in the present tense: "I have a dog."  
Child changes to interrogative form:  
"Do you really have a dog?"
  3. Each child asks a question to confirm a fact about another child: "Does John help his mother?"  
Second child gives a short answer:  
"Yes, he does. /No, he doesn't."  
Third child gives a long answer if it's in the negative.
  4. Each child asks another child if he has any extra items.  
Teacher cues with items to limit to count noun plurals:  
A: Do you have any extra pencils?  
B: Yes, I do. /No, I don't.  
CUES: crayons, jacks, beanbags, marbles, counters, cards, erasers, tinkertoys.
  5. Have large cutouts of animals for the flannelboard.  
Have removable parts. Child goes up and says:  
"This is a funny lion. It doesn't have a tail."  
Other children remove other parts of the animal and explain why it's odd.
  6. The teacher can ask a question about what a certain animal does. The child can use the predicate substitute for a reply. Then tell about an animal that doesn't do the same thing:  
T: Does a dog bark?  
C: Yes, it does. But a cat doesn't.

### DIALOGUE:

#### Part 1 - A New Pet

- A: Do you see that box on the table?  
B: I don't see any box. Where is it?  
A: There on the corner table.  
B: Oh, I see it now. What's in it?  
A: A guinea pig.  
B: What does a guinea pig do?  
A: Well, it doesn't do much. But it does like to eat.

B: Does a guinea pig make a good pet?  
 A: Yes, it does. It doesn't run around much.  
 B: Does your guinea pig cry at night?  
 A: No, it doesn't. It's a quiet pet. Do you want a guinea pig?  
 B: I have to ask my mother first.

## Part 2 - Pets

A: Do you have any pets at home?  
 B: I do.  
 C: I don't, but my sister does.  
 A: What does your sister have?  
 C: A turtle.  
 B: I have a goat and two dogs. My goat doesn't need much to eat, but my dogs do.  
 A: What do you feed your dogs? What does your goat eat?  
 B: I give my dogs dog biscuits. My goat doesn't fuss. It isn't very choosy. But my dogs don't eat everything.  
 A: Does your sister keep her turtle in a bowl?  
 C: Yes, she does. The turtle doesn't like that very much. Sometimes we find it outside.  
 A: Get a deep bowl.

## EXERCISES:

1. Do you see that monkey in the box?  
 on the pumpkin?  
 under the cupboard?  
 with the toothbrush?  
 at the bus stop?  
 in the bathtub?  
 across the road?
2. 

<u>A:</u> Does James have any Do you we/they he/she	brothers? pets? sisters? butterflies? puppies? puppets?	<u>B:</u> Yes, he does. No, he doesn't. Yes, I do. No, I don't. (etc.)
---	--	---
3. What does a guinea pig like to do?  
 monkey  
 honeybee  
 butterfly  
 What do bunnies like to do?  
 dogs  
 ducks

What do goats like to do?  
(Have other children answer the questions.)

- |    |           |  |   |
|----|-----------|--|---|
| 4. | <u>A:</u> | Does a guinea pig eat much?<br>jump<br>Do guinea pigs sleep<br>dig<br>run around   | <u>B:</u><br>Yes, it does.<br>No, it doesn't.<br>Yes, they do.<br>No, they don't. |
| 5. |           | This boy doesn't eat much.<br>Todd say<br>She cry<br>He laugh<br>run<br><br>Mary and Jane don't sing much.<br>The girls work<br>They talk<br>We read<br>play |   |
| 6. |           | I don't wear that dress any more. It's too small for me.<br>cap<br>shirt<br><br>I don't need the brushes any more. I'm through.<br>crayons<br>pencils        |   |
| 7. |           | I don't care very much for vegetables.<br>carrots.<br>dogs.<br>cats.<br>guinea pigs.<br>horses.<br>bananas.<br>oranges.<br>tomatoes.                         |   |

\* \* \* \* \*

## LESSON Vb - Grade 1

- TARGETS:**
1. Third person singular present tense /-s, -z/ endings
  2. Noun determiner: these
  3. Preposition: through
  4. Irregular third person singular verb: has

- NOTES:**
1. Substitute names of children.
  2. The pronunciations of the 3rd person singular present

tense verb endings are dependent on the same conditions as those for the noun plural. Refer to the Notes Section of Lesson IVb.

3. Teacher gives a word clue. A child tells how another child performs this action by using this word:  
T: ...jump  
C: Brenda jumps down.  
CLUES: kick, pull, tap, run, drag, throw, knock, shut, dig, build, paint
4. Give each child a picture with several of the same items. Child tells something about the items using "these" and indicating with a sweeping motion of his hand:  
A: These oranges are ripe.
5. Each child tells what his baby sister or brother does that bothers him.
6. Tell what a child's mother or father does every day.
7. Make up sounds that things make or tell what people say, using the following patterns:  
A: The horn on my car goes "beep, beep, beep."  
B: My baby brother says "da, da, da."
8. For extra material see "Shop Windows", by Rose Fyleman. Arbuthnot, May Hill, Time for Poetry. Chicago, Illinois: Scott, Foresman and Company, 1952.

#### DIALOGUE:

##### Part 1 - Magnets

- A: I have a new magnet. It's a horseshoe magnet. It looks like a horseshoe.
- B: I have a magnet, too. My magnet is a bar magnet. Mrs. Nishimoto has a giant magnet. It's a Munster magnet.
- A: Magnets are fun to play with.
- B: A magnet picks up some things. It attracts these things. Does a magnet attract this wooden toothpick?
- A: No, it doesn't. It doesn't attract a rubber ball or a wooden block. A magnet attracts nails, paper clips, and pens. It pulls these things. Magnets even attract through things.
- B: Yes, they do attract through things. I like playing with magnets.

##### Part 2 - Helping at Home

- A: Hi, (Name). What are you doing?
- B: Do you want to go to the beach with us?
- C: I'm busy now. My mother wants me to pick up all these cans/sticks in our yard.
- A: Do you want us to help you?

- C: No, thank you. I don't want you to be late. Besides, my sister needs me afterwards. She has a job for me.
- B: What does she want you to do?
- C: She wants me to drill holes through her shells. She's going to make a necklace.

#### EXTRA MATERIAL:

##### How Creatures Move

The lion walks on padded paws.  
 The squirrel leaps from limb to limb.  
 While flies can crawl straight up a wall.  
 And seals can dive and swim.  
 The worm he wiggles all around.  
 The monkey swings by his tail.  
 And birds may hop upon the ground,  
 Or spread their wings and sail.  
 But boys and girls  
 Have much more fun;  
 They leap and dance  
 And walk and run.

--Author unknown

(Rasmussen, Carrie, Let's Say Poetry Together,  
 Minneapolis, Minnesota: Burgess Publishing Company, 1962.)

#### EXERCISES:

1. My mother wants me to clean the yard.  
 clean up my room.  
 wash the dishes.  
 sweep the floor.  
 eat now.  
 help her.  
 go to sleep now.

My sister feeds the dog.  
 fools  
 hugs  
 loves  
 scares  
 blames  
 grabs  
 owns

My brother wants me.  
 helps me.  
 talks with me.

My brother laughs at me.  
walks with me.  
eats with me.  
works with me.

Johnny sings every day.  
plays  
draws  
runs  
yells  
reads

2. These slippers are mine.  
crayons  
brushes  
marbles  
comic books

3. They went through the door.  
room.  
window.  
park.

4. Our dog ran through the yard.  
library.  
gym.  
house.  
church.  
office.

5. A: (Name) has a black dog.  
He an ugly bug.  
She a bumpy toad.  
big truck.  
an old horse.  
a pretty butterfly.  
honeybee.

B: (Name) and (Name) have several black dogs.  
My friends ugly bugs.  
They bumpy toads.  
We big trucks.  
old horses.  
pretty butterflies.  
honeybees.

6. A:  
Do you have any pencils? B:  
guavas? No, I don't, but (Name) has.  
rubber bands?  
comic books?

## LESSON Vc - Grade 1

- TARGETS:**
1. Third person singular present tense: /- əz/ ending
  2. Negative interrogative "do-does"
  3. Noun determiner: many

- NOTES:**
1. Substitute names of children.
  2. Teacher gives a word clue. A child tells how another child performs this action by using this word:  
T: ...snatch  
C: The dog snatches my purse.  
CLUES: pinch, watch, catch, wash, fix, chase, punch, use, teach
  3. Show pictures of action going on. Ask children to tell what the person pictured does every day, using the picture as a clue: "She walks to the store."
  4. Lesson is long. The introduction may be used at one time and the dialogue at another time.
  5. Teacher can ask each child: "How does a \_\_\_\_\_ move?"  
CLUES: rabbit, turtle, fish, bird, boy, etc.
  6. Use pictures of objects:  
C: I have one apple. But John has many apples.
  7. Teacher asks a child what each monitor does:  
C: The shelf helper wipes the tables.
  8. Boasting: One child tells another he has one thing. Second child boasts and says he has many of the same thing.
  9. Make believe that an animal lives in your house. Each child tells what the animal does.

### DIALOGUE:

#### Helpers at School

A school is a busy place. Boys and girls go there to learn. A school has many helpers. A teacher teaches the boys and girls. The principal runs the school. The secretary answers the telephone. She does many other things.

Boys and girls eat at school. The cafeteria workers cook the lunches. They serve and clean up, too. The custodian keeps the yard clean. He also washes the lavatories. Everybody's busy at school.

A: Don't you want to walk home with me?

B: I do. But I'm a monitor this week. I have to sweep our room.

A: Doesn't Mr. Kawate clean your room?

B: No, he doesn't. Does he clean your room?

A: Yes, he does. He helps the kindergarten classes, too. We're still too little for the brooms.

B: We clean our own room. One monitor erases the chalkboards.  
Then he claps the erasers. Other monitors sweep the room.

### EXERCISES:

1. The little boy always loses his button.  
My brother pencil.  
toys.

The monitor erases the chalkboard.  
The girl dresses her doll.  
The fisherman catches ahi.  
The teacher teaches the boys and girls.  
uses a ruler.  
an umbrella.

2. A: Don't you want to walk with me?  
to eat  
they to run  
Bill and Fal to jump rope  
to sing songs  
Doesn't Bernard talk to you?  
he help  
she read to  
play with  
like
- B: Yes, I do.  
No, I don't.  
Yes, they do.  
No, they don't.  
(etc.)  
Yes, he does.  
No, he doesn't.  
Yes, she does.  
No, she doesn't.  
(etc.)

3. A: Don't you need a new pencil?  
notebook?  
rake?  
red crayon?
- B: No, I don't.  
(etc.)

4. Billy has many drums. Billy has many puppies.  
cuts. toy guns.  
shirts. cups.

5. How many chairs do you see in this room?  
boys  
girls  
erasers  
wastebaskets  
windows  
doors  
clocks  
(etc.)

(Teacher gives cue word. One child asks. Another gives an appropriate answer.)

## LESSON VIa - Grade 1

- TARGETS:**
1. Modals: can, could
    - a. Affirmative and negative interrogative
    - b. Affirmative and negative declarative
    - c. Affirmative and negative predicate substitute ("not" contracted)
  2. Noun determiner: those
  3. Prepositions: by, behind
  4. Irregular plural: children

- NOTES:**
1. Substitute names in dialogue and exercises.
  2. Use a flashlight for a shadow play. One child says what kind of shadow figure he can make with his hands and does it. Then he asks another if he can do the same. He in turn replies and performs, or, if he can't duplicate it, the first child shows him:  
A: I can make a rabbit. (Name), can you make a rabbit?  
B: Yes, I can.  
(If "B" says "No, I can't," then "A" would say, "Can't you make a rabbit? I can show you how." When "B" learns to do it, he'll say, "Now, I can.")
  3. Use a box, etc., with objects in it. Box should have a peephole on one end and a larger paper-covered opening on the other end to let in enough light for objects to be barely discernible. Have children take a quick look and have them report on what they could see. After the child tells what he could see, he should ask another child if he could see the same thing; if not, what he could see:  
T: You peeked into the box. What could you see?  
A: I could see a worm. (Name), could you see a worm?  
B: Yes, I could.  
(If the answer is "No, I couldn't," "A" should then say, "Couldn't you see a worm? What could you see?" "B" tells what he could see.)  
(Same thing can be done with the sense of hearing.)
  4. Have children tell what they couldn't do last year and what they can do now:  
A: Last year I couldn't ride a bike. Now I can.
  - 5a. Point to someone or something and say, "That boy."  
Point to several of the same and elicit, "Those boys."
  - 5b. Have children sort things and say, "These \_\_\_\_\_ are mine. Those \_\_\_\_\_ are yours."
  6. Provide children with phrases using "by" and "behind", indicating location, and have them add an activity which

they or someone else or some others performed:

"...by the sea I walked by the sea."

"...behind the house The dog ran behind the house."

7. Because of the length of the dialogue, you may wish to vary your presentation. For example, for the first few times you can just read the introductory paragraph to them and have the children go through the dialogue proper or just certain portions of it.
- 8a. Children tell what they can do on a rainy day and what they can't do.
- 8b. Have pictures of things to eat or name some things to eat (limit to count nouns). Each child tells what he can eat and what he can't eat.
9. For extra material use "What Is It?" by M. L. Allen. Arbuthnot, May Hill, Time for Poetry. Chicago, Illinois: Scott, Foresman and Company, 1952, p. 55.

## DIALOGUE:

### Part 1 - Shadows

Your shadow is a funny thing. It can be long or short. It can be fat or skinny. You can see it on sunny days. You can't see it on very cloudy days. Your shadow needs light\*. The light shines on you. Your body blocks the light. It can't go through your body. This makes a shadow.

A: Yesterday I couldn't see my shadow. (Name), could you see your shadow yesterday?

B: I couldn't. I couldn't see it all day.

C: Couldn't you see your shadow? I could. I could see it. My teacher turned on the lights.

A: Today is sunny. I can see many shadows. See, those children have shadows and those buildings have shadows, too.

C: I have a shadow, too. (Name), can you see your shadow?

B: No, I can't.

C: Come to the window.

B: I'm standing by the window. But I still can't see it.

A: Can't you see it? It's behind you.

B: Look, my shadow can walk. (Name), what can your shadow do?

C: My shadow can wave. What can your shadow do?

(\* "light" - mass noun, not target at present.)

### Part 2 - Baby Brothers and Sisters

Can you hear those children talking? You can't? Well, let's get behind them. Now we can hear the children. They seem very serious. What can they be saying?



3. (Another child can transform each of the following to an interrogative sentence.)

I don't want these apples. I want those oranges.  
bananas. cookies.  
shoes. slippers.

These guavas are sour. Those guavas are sweet.  
pencils flat. pencils sharp.  
boys studying. boys playing.  
girls running. girls sitting.  
dogs fighting. dogs sleeping.

You can't play with these trains. You can play with those trucks.  
cans. boxes.

You can't have these leis. You can have those flowers.  
nickels. pennies.

- 4a. The children are crying.  
looking.  
pushing.  
pulling weeds.  
eating pies.  
peanuts.  
mangoes.  
coconuts.

- 4b. These children can sing.  
Those can't draw.  
swim.  
climb a tree.

- 4c. The children could play in the house.  
yell on the playground.  
They couldn't play outside.  
play with the bulldog.  
yell in the classroom.  
These children could be good.  
stay up late.  
have pets.  
Those children couldn't be good.  
stay up late.  
have pets.

- 5a. The children are waiting by the door.  
The child is standing by the bulletin board.  
They sitting by the bushes.  
He/She sleeping by the window.

- 5b. The spider ran behind the refrigerator.  
The rat crept cupboard.  
He/She is hiding coconut tree. /bushes.  
It stove.

## LESSON VIb - Grade 1

- TARGETS:**
1. Modals:
    - a. shall - interrogative with the first person pronouns
    - b. will - interrogative, predicate substitute, affirmative declarative (contracted)
    - c. may - interrogative (to ask permission), predicate substitute ("Yes, you may.")
    - d. would - interrogative, predicate substitute, affirmative declarative (contracted)
  2. Irregular past: found
  3. Possessive pronoun: their

- NOTES:**
1. Insert names of children in dialogue and exercises.
  2. You may wish to read the introductory paragraph to the children and have them go through just the dialogue proper. Later, as they become more facile, they can be asked to repeat that too. Once you have read through the whole dialogue, you may want to have the children name the ants in Part 1 and the people in Part 2.
  3. Ask children to offer help in doing something for someone else. The others may reply, "Yes, please," or "No, thank you."  
Examples: "Shall I open the window for you?"  
              "Shall I wait for you?"
  4. The children can ask each other what they plan to do in the future (Saturday, Sunday, on a holiday). Answers will be in the present progressive.  
Examples: "What will you do this afternoon?"  
              "I'm going to play kickball."
  5. Either verbally, or with visual aids, present stressful situations and ask, "What would you do?"  
Examples:  
              "Harry is hitting Tom. You're Tom. What would you do?" (Reply: "I'd ... ")  
              "Your cat is up in the tree. He doesn't want to come down."  
              "You're playing baseball. The ball smashed a neighbor's window."
  6. Have children use "may" in questions for permission only. Have them ask the teacher and others for permission to do something. (If the request is reasonable, let them perform the desired action.)  
If the children have difficulty in generating these questions, they may be prompted by questions such as:

- "You want to leave the room. How would you ask for permission?"
- Or, if they're still having difficulties, you may say,  
 "How would you ask for permission to leave the room?"
- Reply would be: "May I leave the room?"
7. Have the children look for something you've hidden and ask: "What did you find?"  
 Or have the child who's found something ask:  
 "What did I find?"  
 Sample reply: "I/You found a pencil."
  8. Have "ants" actually discover a "cookie." Use a paper cookie. It can be torn into bits and offered to Group 2.
  9. Each child pretends to be using the telephone. He asks to speak to a particular person. Party asked for isn't in, so child leaves his name.
  10. For extra material refer to the song "It's a Pumpkin." Mursell, James L., et al, Through the Day, Teacher's Book One, p. 112. Morristown, New Jersey: Silver Burdett Company, 1962.

## DIALOGUE:

### Part 1 - The Discovery of the Ants

Let's look in on these ants by the banyan tree. We can't see the queen ant. She's in the nest. But we can watch the worker ants hunting for something to eat. Oh, they're running back and forth, wiggling their antennas. Shall we tiptoe over to those ants and listen to them?

Group 1 Ants: A cookie! A cookie!  
 We found a broken cookie!

Ant 1: May I have a bite? I'm hungry.

Ant 2: No, you can't eat now. We have to carry it to the queen.

Ant 3: We can't carry the whole cookie.

Ant 4: We can break it up. We'll carry the cookie crumbs.

Ant 3: Shall I signal the others?

Ant 4: No, I'll signal them. I can run fast. Hey, fellows, we found a broken cookie. Would you like to help us carry the cookie crumbs?

Group 2 Ants: Yes, we would. We'd like to help you. OK, everybody, forward MARCH!

Ant 2: Here's one crumb for you, and a crumb for you. Here's another crumb for you.

Ant 1: Would you please hurry? I'm hungry.

Ant 2: Will you please be quiet?

Ant 3: May I rest for a minute? The cookie crumb is very heavy.

Ant 1: Yes, I would. I'd like to reach the nest first. Maybe the queen would let me eat first.

**Mother:** Yes, I would.

1.       A:  
Will you be my friend?  
  
                guide?  
                valentine?  
                messenger?

B:  
Yes, I will.  
I'll be your friend.  
                guide.  
                valentine.  
                messenger.

2.       A:  
Would you like to eat a muffin?  
                an apple?  
                a popsicle?  
to have a donkey?  
                puppet?  
to ride a jet plane?  
                ferris wheel?

B:  
Yes, I would. I'd like to  
eat a muffin.  
(etc.)  
(Response as above.)

- \* \* \* \* \*

- NOTES: 1. "Would" and "could" may be used interchangeably in a question like this: "Could/Would you help me with this?" (Polite way of asking for a favor.)
2. "May" and "might" can be used interchangeably:  
"I may/might go to Honolulu."
3. Have the children name the persons in the dialogue. Substitute children's names in the dialogue and exercises.
4. Ask children to tell about things they may possibly do later: "I may play baseball later."  
Have children tell about the possibility of something not happening or someone not doing something:  
A: The boat may not float.  
B: The teacher might not let me go.
5. Have one child ask another to do something. The next child refuses to do it and says so:  
A: Will you open the door?  
B: No, I won't. I won't open the door for you.
6. Ask the children to state something they have to do or are compelled to do:  
A: I must finish my spelling lesson.  
Or they state what they mustn't do:  
B: I mustn't watch TV now.
7. Ask children to tell about something a pet or friend wouldn't do: "He wouldn't help me."
8. Have children hold a telephone conversation:  
A: Hello, is (Name) at home?  
B: No, he's not. He's at \_\_\_\_\_.  
A: Would you give him a message?
9. For extra material use "The Jet." Rasmussen, Carrie, Let's Say Poetry Together. Minneapolis, Minnesota: Burgess Publishing Company, 1962, p. 110.

## DIALOGUE:

### Part 1 - A Summer Trip

Would you like to go on a trip this summer? You'll have to make plans.

Father: We must make plans for the summer. It'll be here soon.

Mother: We could go to Honolulu.

Children: Yes, Daddy, could we go?

Helen: Would you take us to the zoo? We won't be naughty.

Joseph: Could we ride the jet plane?

Roy: You might cry. The stewardess and the passengers will laugh at you.

Joseph: No, they won't. You might. The pilot might stop the

plane and tell you to get off.  
 Roy: That's silly. You must be crazy.  
 Joseph: You mustn't say naughty things.  
 Mother: Now, now. Daddy might not take us. He might tell us to stay at home.  
 Helen: He wouldn't do that. He just wouldn't.  
 Father: I may. I may change my plans. I may not take you.  
 Children: You must be teasing.

## Part 2

Father: We'll travel this summer. But we must plan carefully. How much do you have?  
 Helen: I have 25¢. But I may have 50¢ soon. I won't spend it.  
 Joseph: I have 10¢ now. I might get another 10¢ for washing cars. Then I'll have 25¢ all together.  
 Roy: No, you won't. You can't add. You'll have 20¢ all together.  
 Joseph: You're so smart. How much do you have?  
 Roy: I have 15¢. I can ride the bus.  
 Helen: You must pay 25¢. The bus driver may not let you ride.  
 Mother: Children, you mustn't fight. Otherwise you might not go. Would you like to stay at home?  
 Children: No, we wouldn't.  
 Father: We must save our pennies and nickels. Then we'll be ready for our trip.

## EXERCISES:

1a. She might visit her grandmother next week.  
 He may his aunty today.  
 They their  
 I go to Honolulu.  
 We the zoo.  
 Hapuna.  
 the beach.  
 have a visitor.  
 a story.  
 see a movie today.  
 a puppet show

(Change the above to negative: "We may/might not go to Honolulu.")

- 1b.     A:  
           Will you let us carry the guinea pig?  
   puppy?  
               he teach us the game?  
   song?  
                           visit the zoo?  
                                   them?
- B:  
   I might.  
   I might not.  
   He might.  
   He might not.  
   No, he won't.  
   (etc.)
- 2a. They won't yell.  
                           cry.  
                           play.  
       She push you.  
                           tease  
       He make mud pies.  
                           funny faces.  
       We lose the jacket.  
                           book.  
                           toys.
- 2b. He won't be late.  
                           be angry.  
                           scold us.  
                                   them.  
                           give us a bite.  
                           give them cookies.  
       ("may/might" and "may not/might not" can be used in place of  
       "won't" -- "He may/might ... ")
- 3a. They must study.  
       You go to work.  
                           sleep early.  
                           sweep the floor.
- 3b. They mustn't play in the street.  
       We throw rocks.  
       He pinch the cat.  
       You slap bird.  
                           kick dog.  
                           punch
- 4a. The dog wouldn't bite the neighbors.  
                                   the children.  
                                   the robber.  
                                   us.  
                           listen to his master.  
                           chase the cat.  
                                   ball.
- She wouldn't hurt the dog.  
                                   cat.  
                                   turtle.

We wouldn't bother the children.  
 chickens.  
 He fall in the hole.  
 cesspool.

- 4b. A: Would you like to sing?  
 eat?  
 play?  
 paint?  
 leave?  
 rest?  
 make mud pies?  
 puppets?
- B: Yes, I would.  
 No, I wouldn't.  
 (etc.)

\* \* \* \* \*

## LESSON VIId - Grade 1

- TARGETS:**
1. Modals:
    - a. should - affirmative and negative declarative, affirmative and negative interrogative, affirmative and negative predicate substitute
    - b. ought to - affirmative declarative
    - c. would - negative interrogative (with "not" contracted)
  2. Irregular plural: people, leaves
  3. Preposition: from

- NOTES:**
1. Substitute children's names in the dialogue and exercises.
  - 2a. Ask one child to ask a question about himself or someone else, using "should".  
 Examples: "Should I tell the teacher?"  
 "Should he climb the tree?"  
 Another child answers:  
 "Yes, you should. You should ..."  
 "No, you shouldn't. You shouldn't ..."
  - 2b. Set up situations for the children so that they can suggest what should be done:  
 "Roy bumped his toe on a rock. What should he do?"  
 "The classroom is on fire."  
 "The tidal wave is coming."
  - 3a. Ask children to state something they have to do:  
 "I ought to/should polish my shoes."  
 Same statements as (a), plus "... but I won't."

- "I ought to/should polish my shoes. But I won't."
- 3b. Show different times on the clock face. Each child takes the role of a mother or teacher. Tells what a child ought to do at that time.
4. Modals are often interchanged with each other with only a slight difference in meaning:  
 "The mango ought to/should/must be sweet."
5. Have children describe what they can see from various points in the room, etc.  
 T: What can you see from the door?/window?/  
 back of the room?  
 C: I can see cars from the window.  
 Ask children what toy/fruits they can bring from home:  
 "I can bring mangoes from home."
- 6a. Each child tells whom or what he lives "across" the street "from":  
 "I live across the street from John," etc.
- 6b. Draw a street map of an animal town. Place each animal in different places. Child tells which animals live across the street from the others.
7. Use a TV Guide. Each child ponders: "What shall I watch tonight?" Other children give suggestions:  
 "You should watch \_\_\_\_\_."

## DIALOGUE:

### Part 1 - A Rainy Day

Raindrops are falling very hard. Many people are staying at home today. The children in this house are unhappy. What should they do?

- Leroy: Should we go fishing today?  
 Helen: No, we shouldn't. We might get wet.  
 Henry: Wouldn't mommy let us go?  
 Helen: No, she wouldn't. The yard's flooded now.  
 Jean: People should stay at home today.  
 Leroy: Girls, phooey. They're always spoiling things.  
 Henry: We'll have enough to do. We ought to think of something.  
 We shouldn't sit here and fight.  
 Helen and Jean: But what can we do?  
 Henry: We'll fish from the window. The leaves floating in the yard are fishes.  
 Leroy, Helen and Jean: That ought to keep us busy.  
 Leroy: That big mango leaf is an aku.  
 Helen: And that yellow leaf is a humuhumu.  
 Jean: Shouldn't we invite mommy? She might want to join us.  
 Helen, Leroy and Henry: Yes, we should.

## Part 2

- Mommy: Look at those people across the street from us. They shouldn't be outside today.
- Jean: No, they shouldn't. They'll catch a cold.
- Helen: Mommy, wouldn't you like to fish with us?
- Mommy: Yes, I would. But daddy should be home soon. I ought to finish cooking.
- Henry: Oops, I hooked a crab.
- Mommy: Shouldn't you have a bucket? You might wet the floor.
- Leroy: Look! I hooked a mother whale! Should I bring it up?
- Henry: Sure, you should. I like whales.
- Jean: No. We shouldn't separate the mother from her babies.
- Daddy: What's going on here?
- Children: Shhh. You'll scare the fishes away.
- Mommy: They're trying to catch enough for your lunch.
- Daddy: Will I have to eat leaves? I'll get sick.
- Children: Oh, daddy!

## EXERCISES:

- 1a. They should go to the store.  
He cafeteria.  
She office.  
You classroom.  
I turn on the lights.  
radio.  
TV.  
hide.  
walk.  
sit still.

(Change the above to the interrogative form: "Should I hide?"  
With reply in the affirmative or negative: "Yes, you should. /  
No, you shouldn't.")

- 1b. They shouldn't giggle.  
We cry.  
He wiggle.  
She run.  
You kick the dog.  
I
2. They ought to go to sleep now.  
He take a bath.  
We look for the dogs.  
see the dentist.  
tell the JPO.  
tell the policeman.

3.     A:  
Do they have enough to eat?     Yes, they have enough.  
      you                              to share?     No, I don't have enough.  
  for (Name) and me?  
(Ask children what "enough" could refer to.)
4.     A:  
Wouldn't you like to sing with me?     Yes, I would.  
  swim                              No, I wouldn't.  
  sit  
  hold hands  
  
Shouldn't they leave now?               Yes, they should.  
      you rest                              No, I shouldn't.  
      we eat                                Yes, we should.  
      he stand up                          (etc.)
5.     A:  
These people are lazy.               B:  
  Those people are working.  
  laughing.                              crying.  
  happy.                                 grouchy.  
  cold.                                 hot.
- 6a. They ran home from school.  
We walked  
He crept  
She crawled  
I looked from the window.  
winked  
peeked
- 6b. They are running away from the children.  
He is tiptoeing away us.  
We sneaking away them.  
I am hiding him.
- 6c. The cockroach jumped from the shelf.  
rat ship.  
spider porch.  
lizard windowsill.
- 7a.     A:                              B:                              C:  
I see a mango. I see another mango. I see several mangoes.  
      child. child. children.  
      person. person. people.  
      leaf. leaf. leaves.
- 7b. The child is lying on the beach.  
children are  
man  
people  
leaf  
leaves

8. (Name) lives across the street from    the park.  
   the beach.  
   the airport.  
   the store.  
   the school.  
   John.  
   me.

\* \* \* \* \*

## LESSON VIe - Grade 1

- TARGETS:**
1. Negative imperative
  2. Objective pronoun: them (inanimate objects)
  3. Reflexive pronouns: yourself, myself

- NOTES:**
1. Substitute names of children in the dialogues and exercises.
  2. Have children set up their own rules for keeping their desks/room clear and clean:  
"Don't leave crayons on the desk."  
Have children pretend they're supervising the kindergarten children on the playground:  
"Don't fight." "Don't play rough."
  3. Set up situations such as:  
T: Coconuts are on the ground. What can/should we/you do with them?  
A: We can/should eat them.  
T: Many marbles are in the yard. What will you do with them?  
A: I'll play with them.  
B: I'll give them to my friends.
  4. Set up situations where one child asks another:  
A: What can you do by yourself?/for yourself?  
B: I can walk to school by myself.  
Second child can then turn to the first child or another:  
B: What can you do by yourself?  
C: I can dress myself.  
(Another question may be: "What can you sing by yourself?")
  5. Teacher can show pictures, set up situations, and ask:  
"What can you do with them?"
    - a. Grapes on the table.
    - b. Crayons out of the box.
    - c. Blocks scattered on the floor.

## DIALOGUE:

### Part 1 - Fire Drill Rules

The first graders have a new student in class. They're teaching him the fire drill rules.

- New Student: I can't learn the rules by myself. You must help me with them.
- Children: Don't worry. We'll teach you. You should repeat them to yourself.
- Arlene: Don't run. You must walk.
- Roy: You must walk quickly. Don't play.
- Brenda: Don't push and shove. You might get hurt.
- Roy: Don't talk to your neighbors. You must be quiet.
- Michael: Don't run around in the yard. You must stay in line.
- Arlene: Don't go back to the classroom by yourself. Wait for the teacher.
- Brenda: Listen for the second bell. Then you can go back to the room.
- Michael: Don't forget these rules. They will help you in a real fire.
- New Student: These rules are too hard to remember. I'm going to forget them.
- Children: Don't be silly! We learned them. You can too.

### Part 2 - Goodbye, Wild Ducks

The wild ducks in the Willapa State Park are getting ready to fly home. They must fly across the Pacific Ocean. They must fly back to the mainland. But Bernard doesn't want them to leave.

- Bernard: Won't you stay and play with me?
- Ducks: We'd like to stay, but we can't.
- Bernard: Don't leave me. I don't want to play by myself.
- Leader Duck: We should be leaving right now.
- Bernard: How will you find your home? You don't have maps.
- Duck I: We don't need them.
- Bernard: The mainland is very cold. You'll catch a cold.
- Duck II: Don't worry. We won't.
- Bernard: Would you think of me some time?
- Leader Duck: Don't cry. We won't forget you. We'll come back to you next year.
- Bernard: I'll be waiting for you. I'll collect water plants and water bugs for you. I'll remind myself to keep them fresh.
- Ducks: Thank you, Bernard.
- Bernard: Don't forget to wave goodbye. I'll watch you disappear. Goodbye.
- Ducks: Goodbye, Bernard.

## EXERCISES:

1. Don't yell.                      Don't slam the door.  
               cry.    desk.  
               worry.    window.  
               forget.    lose the crayon.  
               tell.    handkerchief.  
               get lost.    pennies.  
               Don't be sad.    scratch the walls.  
     desks.  
     tables.  
     sleep too late.  
     run across the street.  
     angry.
2. I have extra pencils. You can have them.  
     crayons.  
     toys.  
     pins.  
               These shoes are mine. Don't take them.  
     toys  
     cards  
     pictures  
     nickels  
     sandwiches  
               Those shoes are yours. You can take them.  
     (etc.)
- 3a. I slap myself.  
               wash  
               scold  
               bathe  
               tickle
- 3b. I talk to myself.  
               sing  
               read  
               whisper
4. I'll do the dishes myself. I don't need you to help me.  
               finish the drawing  
               pick the coconuts  
               sweep the floor  
               feed the dog  
               water the yard  
               wipe the tables  
               wash the windows
- 5a. Can you stay at home by yourself?  
     sleep  
     fish

Can you live by yourself?  
work  
swim

5b. Can you make yourself laugh?  
cry?  
angry?

Do you wash yourself?  
slap  
tickle  
scold  
laugh at

## LESSON VIIa - Grade 1

- TARGETS:**
1. Noun possessive: /-z/ ending
  2. Mass nouns: food, bread, jam, butter, milk, meat
  3. Noun determiners: lots of, kinds of, much
  4. Irregular plural: loaves

- NOTES:**
1. The pronunciations of the possessive endings are dependent on the same conditions as those for the noun plural. Refer to the Notes Section of Lesson IVb.
  2. Let each child tell about something that belongs to people and animals with names ending in those sounds to which /-z/ can be added. Or the children can talk about parents of other children:  
A: Brenda's story is funny.  
B: Beverly's mother works at a restaurant.
  3. Each child with a dog tells about his dog's tail.
  4. Teacher can give a sentence about one thing. Children transform the sentence to use "lots of, many, kinds of":  
A: I have a toy car.  
B: I have lots of/many kinds of toy cars.
  5. Each child can tell about the different ways of asking for food, bread, jam, butter, milk, meat. First child asks the question, second child replies how much he wants:  
A: How much butter/meat shall I get you?  
B: I want a pound of butter./meat.
  6. Each child can ask another child one of these questions:  
"What kind of car does your father have?"  
"What kind of food does your father like?"  
Each child gives an appropriate answer.
  7. Children tell what kind of food their families eat lots of: (Mass noun use limited by pictures.) "We eat lots of bread."

### DIALOGUE:

#### At the Supermarket

Do you ever go to the supermarket with your mother? What do you see there? Yes, you see rows and rows of food. Tommy likes to go to the supermarket. He likes to fill his mother's shopping wagon./cart.

Mother: Tommy, please get me a loaf of bread.

Tommy: I see lots and lots of bread. Which kind shall I get?

Mother: Get two loaves of bread. Get a loaf of raisin bread and a loaf of white bread.





## LESSON VIIb - Grade 1

- TARGETS:**
1. Noun possessive: /-s, -əz/ endings
  2. Lexical item: also
  3. Strengthening the use of modals
  4. Strengthening the use of noun possessive /-z/ ending

- NOTES:**
1. Let each child tell about something that belongs to children and animals with names ending in those sounds to which /-s/ and /-əz/ can be added.
  2. Each child asks if something belongs to one of the children above. Second child answers if it does or doesn't, and talks about the same thing that belongs to him:  
A: Is that Everett's ball?  
B: Yes, it is. I also have a ball. Mine is blue.  
No, it isn't. It's mine.
  3. Have each child contribute an item to a box. Each child gets a chance to pull out an item and ask the class if it belongs to a particular person:  
A: Is this Charles' raincoat?
  4. Ask child what he would like to do. Other modals could be used.
  5. Show a large, colored picture of a person or animal. Identify the person or animal. Ask the children to describe a part of that person or animal, or something that belongs to that person or animal:  
A: The girl's dress is blue.  
B: The cat's tail is bushy.
  6. Have pictures of toys and clothing. As you show each picture, identify it as belonging to a particular child. Then another child is called upon to tell whose belonging he sees. Then others describe it, using the possessive:  
A: I see Joseph's sweater.  
B: Joseph's sweater is blue.  
Things belonging to the children can be used.
  7. Each child tells what his pet's name is:  
"My pet's name is \_\_\_\_\_."

### DIALOGUE:

#### A Search for a Birthday Present

Here's a story of a little boy. He wanted to get something for his father's birthday. He decided to search for Santa Claus' toy shop.

Boy: Santa Claus has Christmas presents for children. He must also have birthday presents. I'll look for his toy shop and find out for myself. A giraffe's neck is long. He must see far. Mr. Giraffe, do you know the way to Santa Claus' toy shop?

Giraffe: I'm sorry, little boy. I can't see that far. Ask Mr. Hawk. The hawk's eyes can see far. He also flies everywhere. He might be able to help you.

Boy: Thank you. Yoo, hoo, Mr. Hawk. Do you ever fly to Santa Claus' toy shop?

Hawk: That's too far away and too cold. Besides, I really don't know the way. But Mrs. Witch might know. The witch's broom can take her anywhere. Ask her.

Boy: Thank you. Oh, Mrs. Witch. Will you take me on your broom to Santa's toy shop?

Witch: Why do you want to go there?

Boy: I need a present for my father's birthday.

Witch: Why don't you make a present yourself? You can make a present out of many kinds of things.

Boy: You're right. I can paint an empty cigar box and make it pretty. I found a parakeet's blue feather yesterday. I'll put that in the box. My father can wear the feather in his hat. He can put all kinds of things in the box. Thank you, Mrs. Witch.

Witch: You're welcome.

### EXERCISES:

#### 1. (Teacher models. Children repeat.)

A	stork's	beak	is	long and strong.
	wasp's	wings	are	long and thin.
An	ant's	legs		long and black.
	calf's	legs		thin and wobbly.
	cricket's	voice		loud and clear.
	duck's	beak		flat.
	hornet's	nest		big and round.
	moth's	wings		soft.
	peacock's	feathers		pretty.
	rabbit's	ears		long and pink.
	shark's	body		long and smooth.
	sheep's	coat		fluffy and soft.
	snake's	eyes		small and round.
	goat's	coat		thick.

#### 2. After teacher repeats perhaps every three lines of above, she can give a cue, using the animal's name, and children recall something about the animal:

T: ...stork

C: The stork's beak is long and strong.

3. Let the children talk about what they saw at \_\_\_\_\_'s house.  
(The blank can be filled with any of the animals in #1 or by a name which ends appropriately.)

4. My goldfish's bowl is clean.  
seahorse's                      dirty.  
                                     big.  
                                     small.  
                                     pretty.

5. I can see the octopus' legs now.  
                      cockroach's head  
                      tortoise's eyes  
                                     mouth

6. A goose's neck is long.  
An ostrich's  
A mongoose's

7. This is my mouse's house.  
                              bowl.  
                              bed.  
                              food.  
                              swing.

8. A peacock's feathers are pretty.  
parrot's  
parakeet's  
pheasant's  
wild duck's

9. That's my rabbit's dish.  
                              food.  
                              pen.  
                              nest.  
                              house.

10. A fox's tail is bushy.  
skunk's  
squirrel's

11. Let the children describe clothes, books, objects that they see in the room. A second child or group of children make a similar statement about a similar object:

A: The first window is closed.

B: The second window is also closed.

12. Let the children describe each other in the same manner. A second student can tell about another child with the same characteristic:

<p><u>A:</u> John is tall. fast. thin. angry. quick. kind. hungry. helpful. funny. smart.</p>	<p><u>B:</u> Tom is tall also. (etc.)</p>
---	---

13. A: (Name) is playing. May I play also?  
 (Name's) writing. write  
 drawing. draw  
 coloring. (etc.)  
 listening to a record.  
 reading a book.

B: Yes, you may.  
 No, you'll have to wait.

\* \* \* \* \*

## LESSON VIIc - Grade 1

- TARGETS:**
1. Preposition: about
  2. Mass nouns: grass, energy, sugar, health
  3. Noun determiner: a lot of
  4. Irregular plural: teeth

- NOTES:**
1. Each child tells what the family members talked about at home at supper, about what he heard, or what he is thinking about:  
 A: We talked about the jets.  
 B: I heard a story about a whale.  
 C: I'm thinking about my trip.
  2. Each child tells about seeing or using something.  
 Second child changes the sentence to use "a lot of".  
 A: I saw a bird in the yard at recess.  
 B: I saw a lot of birds in the yard at recess.  
 (Also use mass nouns already introduced.)  
 If mass noun is used, second child can ask, "How much did you see?" Third child answers.  
 A: I saw some grass in his yard.  
 B: How much did you see?  
 C: I saw a big pile of grass.

3. The children are asked to answer the teacher's question with a complete sentence:  
 T: What is "Bewitched" about?  
 C: "Bewitched" is about a witch.  
 The teacher substitutes names of programs.
4. Children tell what they see a lot of at the beach, etc.  
 A: I see a lot of crabs at the beach.  
 B: I see a lot of trees in the park.
5. For extra material refer to "Mr. Rabbit," by Dixie Wilson. Barrows, Marjorie, Read-Aloud Poems. Rand McNally and Company, 1957.

#### DIALOGUE:

##### Good Health Means Good Food

Some children are talking about good health. They talk about food for healthy bodies.

- A: To grow strong and healthy we need to eat proper food.  
 B: Our bones and teeth need milk to grow strong and straight.  
 C: How much milk should we drink?  
 B: We should drink a lot of milk every day. Baby animals drink lots of milk, too.  
 A: Some animals eat grass. We eat vegetables and fruits. They give our bodies vitamins.  
 C: We also eat a lot of meat and eggs.  
 A: Food gives us energy. Sugar gives us energy. It gives us energy to run, jump, and play.  
 B: Food helps to keep our bodies warm, too.

#### EXERCISES:

1. We talked about him.  
 I asked them.  
 (etc.) learned plants.  
 dreamed food.  
                                  ghosts.  
                                  monsters.
2. Caterpillars eat a lot of grass.  
 Grasshoppers  
 Horses  
 Cows  
 Goats  
 Colts

3. The grass in their yard is growing well.  
drying up.  
very green.  
soft.  
thick.

4. Grass is food for cows,  
colts.  
lambs.  
horses.  
grasshoppers.  
goats.

5. Jon has a lot of energy. He's strong.  
lots of healthy.  
fast.  
quick.

(Use children's names and appropriate pronouns.)

6. Food gives us energy.  
Sugar  
Meat  
Milk  
Bread  
(etc.)

7. A: What do we get energy from? (Repeat question.) B: We get energy from sugar.  
apples.  
bread.

(Use any count noun plural and mass nouns already introduced.)

8. Sugar is sweet.  
white.  
important.  
brown.  
good.

9. A: What does sugar do? (Repeat question.) B: Sugar : makes us strong.  
healthy.  
peppy.  
happy.  
gives us energy.

10. Sugarcane has a lot of sugar.  
Jam lots of  
Pineapples have  
Mangoes  
Guavas  
Bananas

11. (Name) has some sugar every day. He's strong.  
(Substitute names of students followed by appropriate subject pronoun.)
12. T:  
A shark's tooth is sharp.  
snake's  
mouse's  
rabbit's  
fox's  
mongoose's  
A cow's tooth is large.  
horse's  
An elephant's  
hippo's
- C:  
A shark's teeth are sharp.  
snake's  
mouse's  
rabbit's  
fox's  
mongoose's  
A cow's teeth are large.  
horse's  
An elephant's  
hippo's
13. T: I have a new tooth.  
C: I have many new teeth.  
(He, she, it, they, we, you, (Name), with appropriate pronoun.)
14. Yesterday Michael's front tooth came out,  
Ray Ann's  
Roy's  
my  
but he has a lot of other teeth left.  
she  
he  
I have
15. Good health is important.  
Her  
His  
(etc.)
16. My puppy's health is good.  
cat's  
sister's  
brother's

## LESSON VIIIa - Grade 1

- TARGETS:**
1. Comparative-superlative suffixes: -er, -est
  2. Irregular comparative-superlative: better, best
  3. Preposition: over

- NOTES:**
1. Substitute names of children.
  2. Have objects of different sizes: a long pencil, a short pencil, a big book, a small book, an old chair, a new chair, etc. Children can compare the objects.
  3. Let children tell what is better in their estimation:  
"Collies are better dogs than German shepherds."  
They can give a reason why: "They're friendlier."  
(Cars, games, fishes, etc., can be compared.)
  4. Children tell who the best athlete, president, etc., is:  
A: Michael is the best kickball player in the class.
  5. Have children compare two things or persons:  
A: My ball is smaller than a tennis ball. But Michele has the smallest ball. It's a pingpong ball.
  6. Each child can tell about himself, a pet, or someone else jumping over something.
  7. The teacher can ask each child this question:  
T: What color do you like best of all?  
C: I like red best of all the colors.  
(Other children can ask the question once it becomes familiar.)
  8. For extra material class can sing the song,  
"Do Your Ears Hang Low?"

### DIALOGUE:

#### The Fastest Runner

Children like to have races. They're always having contests.

Do you like racing with your friends?

A: Look at the two boys racing over there. Who is the better runner?

B: (Name). He runs faster than anyone else. He seems to be the fastest runner in school.

A: Is he the best jumper also?

B: No. The best jumper in school is Ted. I once saw him jump over a fence this high.

A: Oh, that's impossible. Nobody can jump that high.

B: Well, he did. The meanest dog in Hilo was right behind him!

## EXERCISES:

1. Your food's hotter than mine.  
roll's bigger  
milk's colder  
plate's cleaner  
biscuit's larger
2. (Let children compare their hands, fingers, arms, etc., as to size, length, etc.)
  - a. (Name's) hands are smaller than (Name's).  
fingers longer  
fingernails sharper  
sleeves bigger  
arm is shorter  
story
  - b. (Name) has the smallest hands.  
sharpest fingernails.  
longest legs.  
stubbiest fingers.  
shortest arms.  
biggest  
fattest
3. A: Who is the tallest person in the class?  
shortest  
funniest  
B: (Name) is the tallest person in the class.  
(etc.)
4. (Teacher gives sentence cues and students respond by giving a comparative example):
 

<u>T:</u>	<u>C:</u>
His shoes are very muddy.	They're muddier than mine.
That desk is neat.	It's neater
His drink cold.	colder
room clean.	cleaner
dessert hot.	hotter
That orange juicy.	juicier
5. That orange is better than mine. It's riper.  
apple  
papaya  
pear  
mango  
banana
6. That eraser is better than mine. It's softer.  
cleaner.  
larger.

- That eraser is better than mine. It's harder.  
newer.
7. That pencil is better than mine. It's prettier.  
longer.  
darker.  
sharper.
8. A: Who is the best speller in the class?  
reader  
runner  
singer  
writer  
painter  
ukulele player
- B: (Name) is the best speller in the class.  
(etc.)
9. T: (Name) plays baseball. ... baseball player  
A: She/He is a better baseball player than I am.  
B: She's/He's the best baseball player in our class.
- CUES: runs races -- runner  
jumps high -- jumper  
dances well -- dancer  
climbs monkeybars -- climber  
plays the ukulele -- player  
swims well -- swimmer
10. A cow looked over the fence.  
boy climbed wall.  
leaned rock.  
peeked log.  
jumped  
peered
11. A truck went over the hole.  
mountain.  
stick.  
bridge.  
curb.
12. I looked over the fence and saw a lion.  
tiger.  
mother cat.  
turtle.  
(etc.)

## LESSON VIIIb - Grade 1

- TARGETS:**
1. Mass nouns: rain, water
  2. Strengthening the use of the comparative-superlative suffixes: -er, -est

- NOTES:**
1. Substitute names of children.
  2. Children can be asked to continue to compare objects of different sizes.
  3. Each child tells of the helpful things rain does.
  4. Each child tells of different ways he can carry water and ways in which water is used. He can also tell of animals that like water:  
A: I can carry water in a cup.  
B: We need water for plants.
  5. Have a "Bragging Contest". These can be "tall tales." One child can start off: "I have the biggest dog in the block." Children with dogs can give other characteristics of their dogs, (meanest, shaggiest, friendliest, etc.). Other things and categories: sisters, eyes, pencils, clothing, etc.  
C: My sister is the prettiest girl in her class.
  6. Have a simple tree with several branches. Have different animals on each branch. Children can tell which animal is on the highest branch or the lowest branch. They can also compare positions of different animals.
  7. The following Rain poems may be used for extra material. Refer to Arbuthnot, May Hill, Time for Poetry. Chicago: Scott, Foresman and Company, 1952.
    - a. "Rain" by Robert Louis Stevenson, p. 145.
    - b. "The Rain", author unknown, p. 145.
    - c. "It Is Raining" by Lucy Sprague Mitchell, p. 149.
    - d. "Rain, Rain, Go Away", Mother Goose:  
Rain, rain, go away,  
Come again another day;  
Little Johnny wants to play.

### DIALOGUE:

#### A Rainy Day

The rain's coming down hard. It's falling on the plants. It's falling on the animals. It's falling on everything. People are hurrying indoors. They don't want to get wet.

A: Look, look. The puddles of water are getting bigger and bigger.

B: Look at those silly mynah birds.

A: Where are they?  
 B: They're in the biggest puddle.  
 A: Mynah birds don't swim. Only ducks swim.  
 B: Oh, they're not swimming. They're taking a bath in the puddle.  
 A: Mynah birds are the silliest birds. They're even sillier than chickens.  
 B: Why do you say that?  
 A: Because they're taking a bath in dirty water. They'll never get clean.

### EXERCISES:

1. We often have rain in Hilo.  
   in Hawaii.  
   on the Big Island.  
   on the island of Hawaii.
- 2a. Rain keeps all the plants green.  
   lawns  
   gardens  
   trees
- 2b. Rain washes the streets.  
   houses.  
   sidewalks.  
   trucks.  
   roofs.  
   cars.
- 2c. Rain cleans everything.  
   freshens  
   cools
3. Rain helps our gardens grow.  
   flowers  
   vegetables  
   trees  
   lawns
4.       A:  
       Does Honolulu have much rain?  
           Kailua-Kona  
           Kawaihae  
       Does Hilo have much rain?  
           the Volcano  
           Mt. View  
           Keaau
- B:  
   No, it doesn't.  
   Yes, it does.

5. Everyone should drink water every day.  
People  
Children  
We/You
6. A: How much water do you drink every day?  
B: I drink about four (etc.) glasses of water every day.  
several  
many
7. Water is useful for washing dishes.  
watering gardens.  
putting out fires.  
Water is useful for many things.  
We drink it. We water the garden with it.  
We bathe in it. We grow plants in it.  
We wash things in it.
8. We can see water all about us.  
in vases.  
in ponds.  
in the sea.
9. Scene: A Schoolroom.  
A: I'd like to have a different desk.  
B: You could have mine. It's bigger.  
T: ...smaller  
C: You could have mine. It's smaller.  
T: ...wider  
D: You could have mine. It's wider.  
CUES: narrower  
higher  
larger  
closer to the blackboard  
closer to the window  
closer to the door
10. (Name's) model plane is newer than mine.  
larger  
desk shinier  
bigger  
bicycle fancier
11. (Name) is the strongest boy in class. He's stronger than (Name).  
oldest older  
tallest taller  
shortest shorter  
happiest happier  
kindest kinder  
smartest smarter  
youngest younger

12. T: Who has the prettiest smile in this class?

(Call on a child. Child makes a choice.)

C: Brenda has the prettiest smile.

(After a while children can ask the question when given cues.)

CUES: longest lashes  
biggest eyes  
longest pencil  
loudest voice  
neatest desk  
brightest dress  
shiniest quarter

13. Situation: Three little pigs are talking about their houses and comparing them.

1st Pig: My house is strong.

2nd Pig: My house is stronger.

3rd Pig: My house is the strongest house.

Other Cues: house - big  
walls - strong, thick

## LESSON IXa - Grade 1

- TARGETS:**
1. Comparative-superlative with "more - most"
  2. Irregular past: caught, flew, had
  3. Noun substitute: one
  4. Mass noun: juice
  5. Noun determiner: kind of

- NOTES:**
1. Substitute names of children.
  2. Each child tells what is "more interesting" to do or read in comparison to something.
  3. Each child tells what book he thinks is the "most interesting" book in the library.
  - 4a. Each child compares two fruits:  
"A mango is more delicious than an apple."
  - 4b. Teacher chooses children to be ferocious jungle animals. Each child makes an appropriate sound and says:  
"I'm a \_\_\_\_\_. I'm the most ferocious animal in the jungle." Other members of the class make a judgment as to the most ferocious animal:  
"The lion is the most ferocious animal in the jungle."
  5. Teacher gives each child a picture of a number of count noun objects. Child tells that he has a lot of those items and asks another child if he wants one. Or teacher can just give an oral cue:  
T: ...boxes  
A: I have a lot of boxes. Bernard, do you want one?  
B: Yes, I do. / No, I don't.
  6. Same kind of cues as above. But use "caught":  
T: ...bird  
C: I caught a bird. Joseph, did you catch one?  
J: No, I didn't. / Yes, I did. I caught one in the yard.
  7. Teacher asks questions to elicit the past tense form "flew":  
"Where did the bird go?"  
"What did the bird do?"  
"Where did it fly to?"
  8. T: I have a monkey. ...last year  
C: I had a monkey last year.
  9. Each child tells what kind of juice he likes and how much he can drink:  
"I like orange juice. I can drink a whole bottle of it."
  10. Other words that take "more - most" for their comparative-superlative forms: dangerous, expensive, careful, powerful, careless, painful.

11. For extra material refer to the song "I Had a Little Turtle" by Vachel Lindsay. Mursell, James L. et al, In Our Town, Teacher's Book Two, p. 12. Morristown, New Jersey: Silver Burdett Company, 1956.

### DIALOGUE:

#### The Monarch Butterfly

Butterflies are insects. They have six legs. They suck the juice of plants. They lay eggs.

A: I saw all kinds of butterflies yesterday. And I caught the most beautiful one.

B: Where is it now?

A: It flew away.

B: Why didn't you catch it again?

A: It flew too high. So I lost it. It was the prettiest butterfly.

B: What kind of butterfly was it? Was it more beautiful than that white butterfly there?

A: Oh, yes, it was. It was a monarch butterfly.

B: Oh, we had one in our classroom. We watched it crawl out of a chrysalis.

A: Was it black and orange-brown?

B: Yes, it was. It was very interesting to watch the butterfly come out. It was more interesting than watching a movie.

A: Help me find a chrysalis. I want to see it, also. Where shall we look for one?

B: A crownflower plant is the best place to look.

### EXERCISES:

1a. Sliding is more exciting than running.

Swinging hopping.

Climbing skipping.

Twirling jumping.

1b. Bananas are more delicious than mangoes.

Apples oranges.

Litchis tangerines.

Guavas papayas.

For Variation: Utilizing (1a) and (1b):

A: Is/Are \_\_\_\_\_ more exciting/delicious than \_\_\_\_\_?

B: Yes, it is. It's the most exciting of all.

Yes, they are. They're the most delicious of all.

No, it isn't. \_\_\_\_\_ is more exciting.

No, they aren't. \_\_\_\_\_ are more delicious.

2. Johnny has an interesting rock. It's more interesting than mine.  
unusual stick. (etc.)  
puzzle.  
coin.  
pet.  
stamp.
3. The most playful pet is a puppy.  
kitten.  
mouse.  
baby chick.  
baby rabbit.
4. The most interesting TV program is Walt Disney.  
Captain Honolulu.  
Checkers and Pogo.  
The Three Stooges.
- 5a. A: How did you catch the fish? B: I caught the fish with my hands.  
he He a net.  
she She a pin.  
a hook.
- 5b. A: What did he catch? B: He caught a mouse in a trap.  
(Repeat the question.) rat  
mongoose
6. A: Where did you catch the fish? B: I caught it in the bay.  
eel? in the ocean.  
crab? near Onekahakaha.  
octopus?
7. (Teacher uses visual cue):  
T: ...a big fish ...yesterday  
A: I caught a big fish yesterday.  
B: I caught a bigger one.  
C: I caught the biggest one of all.  
CUES: crab  
turtle  
grasshopper  
mantis  
beetle
8. A plane flew over us. Then it flew through a cloud.  
jet  
helicopter  
balloon  
An airplane

9. John flew in an airplane last week. He went to Kona.  
 Kawehi She Waimea.  
 Philip Maui.  
 Annette and Bruce They Kauai.  
 They Honolulu.  
 My cousin
10. A: Did you ever fly in an airplane? Where did you go?  
 B: Yes, I flew to Kailua once.  
 Waimea  
 (etc.)
11. I had two new pencils but I lost one.  
 crayons  
 sweaters  
 puzzles
12. I had a toothache yesterday. I had to stay at home.  
 cold  
 headache  
 big cut
13. A: I have some cookies. Would you like one?  
 apples.  
 doughnuts.  
 flowers.  
 Easter eggs.
- B: Yes, I want one.  
 I want more than one.
14. One of my favorite drinks is orange juice.  
 grape  
 guava  
 tomato  
 passion fruit
15. Juice is good for grownups.  
 children.  
 babies.  
 snacks.  
 Juice is good with cookies.  
 crackers.  
 sandwiches.
16. A: How many cans of juice do you buy?  
 bottles  
 cartons  
 cans of frozen juice do you buy?
- B: Sometimes we buy 2 (etc.) cans of juice.  
 bottles  
 cartons  
 cans of frozen juice.

18.      A:  
What kind of jam do you like?  
            bread  
            milk  
            sandwiches  
            juice
- B:  
I like strawberry jam.  
            raisin bread.  
            chocolate milk.  
            hot dogs.  
            orange juice.

- \* \* \* \* \*

**TARGETS:**

1. Mass nouns: time, soda pop
2. Strengthening the use of the comparative-superlative with "more - most"

- DIALOGUE:**

**Are you a Whistler or a Whiner at mealtime? A Whistler's a happy person. Is this you? Or is this you? (Hold up pictures.)**

A Whistler is smarter than a Whiner. He's healthier. He has good eating habits. A Whiner has poor habits. He isn't the happiest person in the world. He isn't the smartest person in the world.

Whistler: I eat a good breakfast. It's the most important meal for me. It helps me to start the day right.

Whiner: I went to bed late last night. I couldn't get up in time. I usually don't have time for breakfast.

Whistler: I drink a quart of milk every day.

Whiner: I hate milk. Soda pop's a better drink. I wash my food down with water.

Whistler: I chew my food carefully. I try to eat everything on my plate.

Whiner: I'm the fastest eater in my family. Playing is more important than eating.

### EXERCISES:

1. A: Does walking to school take much time?  
raking the yard  
practicing a hula  
walking home from school

B: No, it doesn't take much time.

Yes, it takes a lot of time.

2. T: (Using visual cues): ...go to sleep

A: What time do you go to sleep?

B: I always go to sleep at the same time.  
8 (etc.) o'clock.

CUES: What time do you go to school?  
go home?  
get up?  
go to the cafeteria?  
leave for school?  
have juice?

3. A: Do you have time to help me with something?  
show me something?  
teach me something?  
take me somewhere?  
read me a story?

B: Yes, I do. I have lots of time.  
a lot of  
some

No, I don't have time now. I'm busy.

Yes, I have time now.

4. (Name) drinks a lot of soda pop.  
 He lots of  
 She too much  
 They drink a bottle of soda pop every day.  
 a can  
 two bottles  
 three cans
5. Soda pop tastes good with hot dogs. / a hot dog.  
 hamburgers. / a hamburger.  
 sandwiches. / a sandwich.  
 crackers. / a cracker.  
 cookies. / a cookie.

Variations:

- A: I like to eat \_\_\_\_\_ and drink soda pop.  
 B: What's good with soda pop?  
 A: \_\_\_\_\_'s good with it.
6. A: Do you ever drink soda pop?  
 B: Yes, I drink soda pop every day.  
 once in a while.  
 every Saturday at Woolworth's.  
 with my lunch.  
 No, I don't like soda pop. I like milk better.  
 water  
 juice
- 7a. Scene: "Visiting" - (Teacher uses visual cues.)  
 A: Would you like a bottle of soda pop?  
 a glass of  
 a sip of  
 a can of  
 a drink of  
 some  
 B: Yes, I would. Thank you.  
 No, thank you.  
 Yes, thank you.  
 No, thank you. I'd rather have a glass of water.  
 milk.  
 juice.
- 7b. Scene: "At the Store"  
 Grocer: How much soda pop would you like?  
 Child: I'd like six cans.  
 three (etc.) bottles.  
 a case

8. T: (Oral or visual cues) ... soda pop -- milk  
 A: Is soda pop more delicious than milk?  
 B: No, milk is more delicious than soda pop.  
 Yes, it is.  
 CUES: banana -- mango apple -- orange (etc.)
9. T: (Visual or oral cues) ... kicking a ball  
 A: Kicking a ball is fun.  
 T: ... playing marbles  
 B: Playing marbles is more fun.  
 CUES: jumping -- sliding on the slide  
 skipping -- crawling on the bars  
 hopping -- climbing trees  
 riding the swing -- riding on the merry-go-round
10. T: ... kittens or puppies  
 A: Which animals are more playful - kittens or puppies?  
 B: Kittens are more playful.  
 CUES: puppies or lambs bunnies or kittens  
 guinea pigs or bunnies colts or puppies  
 For Variation:  
 B: Kittens are more playful than puppies.  
 C: No. Puppies are more playful.  
 T: ... billy goats  
 D: Billy goats are the most playful animals.
11. T: ... shoes or boots  
 A: Shoes are more comfortable than boots.  
 T: ... slippers  
 B: Slippers are the most comfortable things to wear.
12. Scene: Three Bears arguing. Goldilocks observing.  
 Papa Bear: My chair is more comfortable than yours.  
 Mama Bear: No, my chair is more comfortable than yours.  
 Baby Bear: No, I have the most comfortable chair.  
 Goldilocks: Yes. Baby Bear's chair is the most comfortable chair in your house.  
 CUES: bed  
 slippers  
 pillow  
 Other Categories:  
 more/most colorful: shirt, dress, flowers  
 more/most playful: kitten, dog, rabbit  
 (The teacher can make up her own situations or sentences.)

## LESSON Xa - Grade 1

- TARGETS:**
1. Past progressive
  2. Expletive: it
  3. Irregular past: cut

- NOTES:**
1. Substitute names of children.
  2. A game: Teacher asks the class to think of a favorite animal. Allow five seconds:  
A: What were you thinking about?  
B: I was thinking about a cat. What were you thinking about?  
A: I was thinking about a giraffe.  
(Continue with the next two children.)  
Teacher can provide balloon-type pictures, as used in comic strips, which each child holds to make it easier for the children.
  3. Teacher asks everyone in the class to perform an action. Call a stop:  
A: What were you doing?  
B: I was snapping my fingers. What were you doing?  
A: I was scratching my head.  
(Continue with the next two children.)
  4. Teacher gives a sentence. Child changes to the past with the appropriate cue:  
T: I cut the grass every day. ...last week  
C: Last week I cut the grass.  
T: I cut the grass with a sickle all the time. ..yesterday  
I'll cut the watermelon now. ...last night  
He cuts the tall trees for us. ... last week
  5. Teacher asks: "What did you cut with a knife yesterday?"  
CUES: a flower a stick  
an apple my finger  
a watermelon my jack-o-lantern
  6. Since the use of "it" as an expletive is limited, practice will be limited to exercises. Teacher can also elicit the use of "it" by asking about the weather. Child can pretend to be a weatherman announcing over TV or radio.

### DIALOGUE:

#### Helping at Home

It was a beautiful day. The sun was shining. Some children were outside playing. It was a holiday. Some children were helping their parents at home.



- |  |  |
|--|--|
| <p><u>A:</u><br/>What were they dragging?<br/>digging?</p> | <p><u>B:</u><br/>They were dragging <u>a log</u>.<br/>digging <u>a pond</u>.</p> |
|--|--|
- 
- |   |   |
|---|---|
| <p>3c. <u>A:</u><br/>Where were you going?<br/>was Joe<br/>were Joe and Billy<br/>was Mary<br/>(etc.)</p> | <p><u>B:</u><br/>I was going to school.<br/>He the cafeteria.<br/>They were the office.<br/>She was my room.<br/>(etc.) the park.</p> |
|---|---|
- 
- 4a. It's windy today.  
cold  
sunny  
cloudy  
hot
- 4b. A: Was it windy yesterday?  
B: No, but it's windy today. (Use cues from #1a.)
5. Child: Teacher (or another child):  
Is it time for our milk? No, it's time for our juice.  
to sleep? to play.  
to paint? to sing.  
to eat our lunches? to rest.  
for our spelling for our arithmetic  
lessons? lessons.
6. It's too early to go swimming.  
late visiting.  
to a movie.  
to my auntie's house.  
to the library.
- (Change above to interrogative form:  
"Is it too early/late to go swimming?" etc.)
7. It's too dangerous to swim there.  
sit  
play  
cross
8. I cut up a magazine yesterday.  
cut down tree  
cut out picture
- 9a. The boy cut a hole in the box.  
girl hat.  
teacher board.  
workman package.  
helper lid.  
(etc.) page.  
chart.

9b. Yesterday the carpenters cut a hole in the wall.  
                   the carpenter board.  
                   they ceiling.  
                   he roof.  
                   a man (etc.)  
                   the workers

10. A: What happened to his finger?  
                                 her thumb?  
                                 (Name's) leg?  
   toe?  
   hand?

B: She cut it on a sharp rock.  
     He pointed stick.  
                 with a razor blade.  
                         knife.

11. T: She cuts up vegetables every evening. ...yesterday

A: She cut up vegetables yesterday.

T: ...every noon

B: She cuts up vegetables every noon.

OTHER CUES:	<u>Time</u>	<u>Objects</u>
	every day	carrots
	last evening	potatoes
	yesterday	radishes
	every night	tomatoes

\* \* \* \* \*

## LESSON Xb - Grade 1

**TARGETS:**

1. Noun substitute: ones
2. Reflexive pronoun: ourselves
3. Strengthening the use of the past progressive and the expletive "it"
4. Strengthening the use of the mass noun "rain"

**NOTES:**

1. Children can take parts.
2. Teacher can say:  
 "I see many kinds of/lots of/several (count nouns)."  
 C: I like the (specific) red/brown/etc., ones.  
     The ones on the table are pretty.
3. Each child tells what rain is good for, or what it does:  
 A: Rain is good for plants.  
 B: Rain helps plants to grow.  
 C: Rain makes puddles.



They handed us some wet ones.  
slippery  
smooth

3. A: I liked the ukulele players and the hula dancers.  
gourd players sword dancers.  
Tahitian dancers guitar players.  
singers

B: I liked the same ones.

- 4a. Scene: After a Visit to the Zoo

A:  
What kinds of animals did you like?  
(Repeat the question)

B:  
I liked the small ones.  
baby  
wild  
tiny  
big  
furry  
noisy  
little

- 4b. A:  
Which apples do you like?  
(Repeat the question)

B:  
I like the red ones.  
green  
sweet  
yellow  
sour

5. We helped ourselves to the desserts.  
drinks.  
salads.  
melons.  
potato chips.  
crackers.  
cookies.

6. We cut ourselves on some rocks.  
scraped  
sunned  
rested

7. We cut them ourselves.  
caught  
carried  
sewed  
stirred  
planted  
smashed

8. T: ...blocks  
 A: Who painted those blocks?  
 B: We did.  
 A: Did someone help you?  
 B: No, we painted them ourselves.  
 OTHER CUES: masks chairs  
                   hats puppets  
                                   wagons
9. A: What was/were you/she/they (etc.) doing last night?  
 B: They were playing with puzzles.  
     I was watching TV.  
     (etc.) playing outside.  
           singing songs.  
           playing the ukuleles.  
           eating guavas.  
           walking with my father.  
           helping my mother.  
           drying the dishes.  
           doing the chores.  
           drinking some milk.
10. T: I saw (Name) helping her mother last night.  
 A: What was she/he doing?  
 T: (Visual cue: ironing) (Oral cue: shirts)  
 B: She/He was ironing some shirts.  
 CUES: washing - dishes  
           mopping - floor  
           peeling - potatoes  
           washing - windows
- 11a. It rains often in Hilo.  
                       in Keaau.  
                       in Mt. View.  
                       at the Volcano.  
                       in Waimea.
- 11b. It often gets cloudy in Waimea.  
                       windy Keaukaha.  
                       cold Pepeekoo.
12. It's a beautiful day.  
           lovely morning:  
           clear  
           bright  
           cloudy
13. It's a good day for swimming.  
                           painting:  
                           hiking.  
                           loafing.

## LESSON XIa - Grade 1

- TARGETS:**
1. Expletive: there
  2. Mass noun: lettuce
  3. Irregular past: forgot

- NOTES:**
1. Children can take parts.
  2. Teacher shows one child a picture. Child tells what things there are in the picture after another child asks:  
A: What's in the picture?  
B: There's a ball in the picture. (etc.)
  3. Teacher can place objects or an object on the shelf or table. She then asks a child:  
T: What's on the table?  
C: There's a ball on the table.
  4. Teacher can ask the children the question:  
"Did you ever forget to do something? Tell us about it."  
(To elicit past tense form "forgot".)
  5. Children can make up sentences about what happened when someone forgot to do something:  
"The teacher forgot her key. We couldn't get in the room."

### DIALOGUE:

#### The Runaway Rabbits

There were once two fluffy white rabbits. Their names were Pinky and Hoppy. They belonged to a little boy. The rabbits' house was a wooden cage.

One day the little boy forgot to close the door tightly. There was a tiny opening. Pinky saw the opening. He pushed the door wide open with his nose. He jumped out. There was a vegetable garden nearby.

Pinky: Yum, yum. There's my favorite vegetable in that garden. Aren't you coming?

Hoppy: You ought to be careful. There's a dog around somewhere. I saw it a while ago.

Pinky: Scaredy cat. It looks safe. There isn't anyone around. Come on.

Hoppy: Mmm. There are some carrots and some lettuce. Here I come. (Hops out.) We're going to have a feast.

Pinky: Crunch, crunch. I like lettuce. Ugh! There's a worm in my lettuce.

Hoppy: Oh, oh. There's someone coming.

Little Boy: You naughty rabbits. How did you get out? Come on. I'm putting you back in your cage.

## EXERCISES:

- 1a. There's a fly on the window.  
lizard  
mantis  
ladybug  
moth  
cockroach
- 1b. There are flies on the windows.  
(etc.)
- 2a. Are there some extra pencils in your desk?  
colored pencils  
erasers  
tissues  
rulers  
crayons
- 2b. Is there a new boy in your class?  
new girl  
projector  
pet rabbit  
pet guinea pig  
fish bowl
- 2c. Are there many windows in your room?  
tables  
bugs  
doors  
desks  
girls  
boys
- 2d. How many windows are there in your room?  
(etc., cues from 2c.)
3. There is food in the cafeteria.  
is a frog in the garden.  
are flowers in the vase.  
milk in the refrigerator.  
map on the wall.  
desks in the room.
- 4a. Yesterday, there was a strange dog at school.  
cat  
man  
movie
- 4b. There were a lot of ripe guavas on our tree.  
mangoes  
limes  
avocados

There were a lot of ripe coconuts on our tree.  
bananas

4c. Yesterday, there was a mantis on the window.  
a funny man at school.  
milk on her dress.  
some lettuce in the cage.  
were ants in my sandwich.  
two cardinals in our tree.  
two visitors at school.

5. A: What did you forget?  
(Repeat the question) B: I forgot my quarter.  
purse.  
wallet.  
library book.  
notebook.

6. Who forgot to close the windows yesterday?  
lock door  
sweep floor  
mop floor  
clean sink

7a. A: What did you forget?  
(Repeat the question) B: I forgot the spelling list.  
my sister's quarter.  
my library book.  
some flowers.

7b. A: Did you forget anything?  
(Repeat the question) B: Yes, I forgot to bring a lei.  
my pet.  
some litchis.  
a ripe mango.  
some bananas.  
some lettuce.

8a. Crisp lettuce tastes good.  
Fresh  
Chopped  
Cold

8b. Lettuce is easy to grow.  
a vegetable.  
tasty.  
good for rabbits.  
guinea pigs.  
us.  
leafy and green.

9. We eat a lot of lettuce every day.  
lots of  
fresh leaves of  
many leaves of
10. We usually buy whole heads of lettuce every week.  
a head of  
two (etc.) heads of  
some
11. A: How much lettuce do you usually eat?  
B: I usually eat just one leaf of lettuce.  
lots of  
a lot of  
a bowl of
12. Lettuce grows well in Waimea.  
cool places.  
my backyard.  
my neighbor's garden.

\* \* \* \* \*

## LESSON XIb - Grade 1

- TARGETS:**
1. Mass nouns: work, money
  2. Noun substitute: any
  3. Irregular past: ate
  4. Noun determiner: a few
  5. Strengthening the use of the expletive "there"

- NOTES:**
1. Children can take parts.
  2. Teacher can have a shopping bag filled with many things. Each child can ask for one, or more than one of the same things using these patterns:  
"Is there a ball in the bag?"  
"Are there any balls in the bag?"  
Teacher or another child answers appropriately:  
"Yes, there is. /No, there aren't," and hands the object or objects to the child.
  3. Each child can ask another child the question:  
A: How much money do you need to buy a \_\_\_\_?  
B: I need \_\_\_\_ cents.
  4. Teacher can ask each child to make believe that he ate the thing she shows him. (The reason for showing picture is to control the use of nouns - especially mass nouns.)

- T: What did you eat yesterday?  
(Show a picture of bananas.)
- C: I ate some bananas yesterday.
5. Two children talk together:  
A: My mother's/father's at work.  
B: What kind of work does she/he do?  
A: He/She drives a bus. (etc.)
6. Teacher gives money to a child. The child hides the money somewhere:  
A: Where's the money?  
B: It's in your desk. (etc.)
7. One child can say that he needs something (use same pictures as for #4), and asks another child if he can give him any. Second child makes believe that he doesn't have any to give and says so:  
A: I need some bananas. Do you have any to give me?  
B: No, I don't have any.

#### DIALOGUE:

Mother Hubbard

Old Mother Hubbard went to her cupboard. There was nothing to eat in her cupboard. There was no food for her. There were no bones for her dog.

Mother Hubbard: What shall we do? There's nothing to eat. I'm so hungry.

Dog: Is there any money in your purse?

Mother Hubbard: No, there isn't any. There's no food and there's no money in this house.

Dog: We could go out to look for food. Are there any vegetables left in our garden?

Mother Hubbard: No, there aren't any. We ate them last week. There were only a few beans and a few heads of lettuce left.

Dog: I could go to the farmer's house. I could watch his cows. Then he might give me some food.

Mother Hubbard: That's a good idea. There's always work to do. I'll ask the farmer's wife for a job.

#### EXERCISES:

1. Work makes me thirsty.  
him hungry.  
her happy/sleepy.  
them angry./tired.

2a. A: How much homework do you have every day?

B: I have two (etc.) pages of homework.

a lot of

a few pages of

some

lots of

2b. A: How much housework do you do every day?

B: I do a lot of housework every day.

lots of

some

2c. A: How much yardwork do you do every day?

B: (Same as 2b.)

3. He has some work to do in the garden.

in the yard.

in the house.

at school.

at home.

4. There is a bug on your shirt.

There's desk.

back.

book.

chair.

shoe.

5. There are some chores to do.

a few animals at the fair.

new children in school.

ants in your lunchbox.

6. There's a marble on the floor.

a new pencil in my desk.

milk in the refrigerator.

an apple in my lunchbox.

a ripe guava on the ground.

butter over there.

There are two maps of Hawaii on my desk.

some puzzles on the shelf.

four picture books on the table.

7a. A:

Is there a ripe mango on the tree?

an extra eraser on the table?

something for me?

a clean paintbrush?

work for me to do?

a new family in your neighborhood?

a slice of meat for my sandwich?

B:

Yes, there is.

No, there isn't.

- 7b. Are there any clean paintbrushes?  
some oranges on your trees?  
any old newspapers?  
holes in your bucket too?  
four quarters in a dollar?  
any napkins left?
- 7c. Is there apples on your tray?  
Are there blocks in your room?  
any money in your wallet?  
a quarter on my desk?  
any guavas on your tree?  
peas/beans on your plate?  
any butter on your biscuit?
- 8a. My mother found some money yesterday.  
father  
cousin  
brother  
(etc.)
- 8b. Mother (my) gives me some money every day.  
Father  
She  
He
9. Do you have any money?  
Does he much  
Do they some  
(etc.) a lot of
10. A: How much money do you want?  
B: I want a quarter.  
have? have dime.  
save? save nickel.  
need? need dollar.  
earn? earn penny.
11. A: May I have some money? I need it for school.  
B: Yes, you may. How much do you need?  
A: I need a quarter.  
nickel.  
dime.  
dollar.  
penny.
12. My money is in a piggy bank.  
in a shoebox.  
in my pocket.  
under my pillow.  
in a cookie jar.  
(etc.)

13.     A:  
Do you have any lettuce?  
                    money?  
                    milk?  
                    vegetables?  
                    crayons?  
                    carrots?  
                    meat?
- B:  
No, I don't have any, but my  
                mother does.
14.     A:  
Is there any lettuce?  
                    meat?  
                    milk?  
  
Are there any carrots?  
                    tomatoes?  
                    cucumbers?  
                    green peppers?
- B:  
No, there isn't any. I ate it all up.  
  
No, there aren't any. I ate them  
                all up.
15. I ate all my food.  
                    peas.  
                    carrots.  
                    meat.  
                    lettuce.
- 16a. I like green mangoes. I ate two (etc.) of them yesterday.  
He likes oranges. He  
She apples. She  
They green apples. They  
            guavas.  
            carrots.
- 16b. I like lettuce. I ate a whole head of it yesterday.  
He likes meat. He a slice of it  
She mushrooms. She a can of them  
(etc.) tomatoes. (etc.)two of them.
17. A: Where did you eat yesterday?  
     (Repeat question.)  
B: Yesterday, I ate at school.  
                            home.  
                            my cousin's house.  
                            my friend's house.  
                            (etc.)
18. A: What did he/she eat for a snack?  
B: She ate a cookie.  
He slice of meat.  
            green mango.  
            ripe lichee.  
            an orange.

19. A few slices of meat aren't enough. I want more.  
pineapple  
mango  
bread

20. There are a few doughnuts left. Do you want them?  
hot dogs  
guavas  
eggs

21. A:  
Did you see many people at the beach?  
(Repeat the question)

B:  
I saw a few people.  
children.  
boys.  
girls.

## LESSON XIIa - Grade 1

**TARGETS:** 1. Tag questions.

- NOTES:** 1. It will be difficult to elicit tag questions independently. Teacher can provide questions with tags as models. They can be tag questions about where the children live, what they like or dislike, or what they did. If the statement is affirmative, the attached question is negative; if the statement is negative, the attached question is affirmative. The person asking a question that begins with an affirmative statement usually expects the other person to agree with him. The person asking a question beginning with a negative statement expects a negative answer. However, the person responding may either agree or disagree.
- Examples:
- T: You live on Pua Street, don't you?  
C: Yes, I do. / No, I don't live on Pua Street.  
T: John isn't here, is he?  
C: No, he isn't. / Yes, he's here.
2. Children can take turns being parrots, always repeating things.
  3. Translate into SE those sentences children use in HID as tag questions -- those sentences usually ending in "huh?" or "yeh?"
  4. Notes for Part 2:
    - a. Substitute names of children.
    - b. If there is no new student in the class, ask children to make believe that one of them is new to the class.
  5. Have children ask tag questions by using pictures to help:  
"He's a pretty dog, isn't he?"  
"They're busy, aren't they?"  
"The fruits look good, don't they?"  
"It makes you hungry, doesn't it?"
  6. Refer to the Pronunciation Section of the Manual for intonation patterns to use with tag questions.
  7. The dialogue and exercise 8 are marked with intonation patterns. The teacher should adhere to these patterns until the children are familiar with them. Then she may vary the emphasis but the intonations on the tag questions should not be varied.

## DIALOGUE:

### Part 1 - A Funny Pet

A parrot is a beautiful bird, isn't it?

It has beautiful colored feathers. Parrots come from jungles. They make good pets. You can teach a parrot to talk.

Here's a story about a little girl with a pet parrot. The parrot's name is Mike.

Patty: I like your new pet, Ann. He's so colorful.

A parrot can learn to talk, can't it?

Ann: Yes, it can. Mike can say some words. You can, can't you, Mike?

Mike: You can, can't you, Mike?

Patty: He sounds funny, doesn't he?

Mike: He sounds funny, doesn't he?

Ann: Oh, Mike, stop it!

Mike: Oh, Mike, stop it!

### Part 2 - New Boy at School

Being a new boy in a school can be lonely, can't it?

We try to help new students at Keaukaha School feel welcome.

Having a friend in a strange place makes you feel good

inside, doesn't it? What can we say to make a new student feel welcome? Let's make believe.

Mark: Good morning. You're a new boy here, aren't you?

My name is Mark.

Nelson: Good morning. My name is Nelson. Yes, I'm new at  
Keaukaha School.

Mark: What school did you come from?

Nelson: From a school in Honolulu.

Mark: Don't you miss your friends there?

Nelson: Yes, I do. But the children here are friendly,  
aren't they?

Mark: Yes, they are. And Mrs. Nishimoto's  
a good teacher, isn't she?

Nelson: Yes, she is. I'm going to like this school.

Mark: I'm glad to hear that. Come on. There's  
the bell.

#### EXERCISES:

##### (Notes:

1. If the children have difficulty, have them first say the sentences without the tag and then add the tag.
2. Go through the exercises using the falling intonation first. When the children are familiar with this pattern, go through the exercises again using the rising intonation. Then finally combine both patterns.)

- 1a. The new boy's lonely, isn't he?  
girl's friendly, she?  
lost,  
smart,  
brave,

1b. Guinea pigs are good pets, aren't they?

Chickens

Rabbits

Dogs

Cats

2a. A:

Your friend likes jam, doesn't he?  
soda pop,  
milk, she?  
juice,  
guavas,

B:

Yes, he does.  
No, he doesn't.  
Yes, she does.  
No, she doesn't.

2b. A:

You like to play on the slide, don't you?  
run on the porch,  
play with the puzzles,  
tease the girls,

B:

Yes, I do.  
No, I don't.

3a. A:

He isn't happy, is he?  
hurt,  
She tired, is she?  
angry,

B:

No, he isn't.  
Yes, he is.  
No, she isn't.  
Yes, she is.

3b. A:

They're not singing, are they?  
studying,  
helping,  
listening,

B:

No, they're not.  
Yes, they are.

4. A:

It was sunny yesterday, wasn't it?  
rainy  
cloudy  
cold  
hot

B:

Yes, it was.  
No, it wasn't.

5. A:

It tastes sweet, doesn't it?  
sour,  
salty,  
good,  
fresh,

B:

Yes, it does.  
No, it doesn't.

6. A:

They came to school with (Name), didn't they?  
She  
He  
The teacher  
Mother

B:

Yes, they did.  
No, she didn't.  
(etc. )

7. You can play by yourself, can't you?  
eat  
swim  
stay at home
8. (Short dialogue based on "The Three Bears" to be acted out.)  
a. Papa Bear: (Speaking doubtfully)

You didn't smash my chair, did you?

eat my bread,  
wrinkle my bed,  
stretch my slippers,

Mama Bear: No, I didn't.

Baby Bear: No, I didn't.

(Goldilocks, hidden, says to audience: "Yes, I did,"  
after both Mama and Baby Bear reply.)

- b. Papa Bear: (Speaking angrily, accusingly)

You smashed my chair, didn't you?

ate my bread,  
wrinkled my bed,  
stretched my slippers,

Mama Bear: No, I didn't.

Baby Bear: No, I didn't.

(Goldilocks does same thing as in (a).)

- c. Papa Bear: Then, who did?

Goldilocks: I did. You won't punish me, will you?

Mama Bear: You won't punish her, will you?

Baby Bear: You won't punish her, will you?

(Goldilocks, Mama and Baby speak pleadingly.)

Papa Bear: Well ... Goldilocks, you won't do  
it again, will you?

Goldilocks: No, I won't.

Papa Bear: Then I won't punish you.

LESSON. XIIIa - Grade 1

- TARGETS:**
1. Complex sentences
  2. Irregular plural: men, equipment

- NOTES:**
1. Substitute names of children.
  2. One child tells something about a man. Second child uses the same sentence but tells about more than one man:  
A: I saw a man run into the store.  
B: I saw two men run into the store.
  3. Teacher can give cues and children are asked to tell what happens:  
CUES: When the alarm rings . . .  
When the school bell rings . . .  
When I go home from school . . .  
When there's a fire drill . . .  
When summer comes . . .  
(Ask children to use complete sentences.)
  4. "Equipment" is not a high frequency word in the first grade but has been used here since it is appropriate for the dialogue. Too much time need not be spent on the word.
  5. Each child tells what he would do "...if he had a hundred dollars." Children are to use the clause in their sentence: "If I had a hundred dollars I would . . ."
  6. For extra material refer to Rasmussen, Carrie, Let's Say Poetry Together. Minneapolis, Minnesota: Burgess Publishing Company, 1962:
    - a. "There's a Big Fat Turkey", p. 56.
    - b. "The Zigzag Boy and Girl", p. 87.

**DIALOGUE:**

**Firemen**

Fire, Fire! A house is burning.

A man rings the fire alarm.

Did you know that firemen are always ready for fires? When the alarm rings, they jump on their trucks. They sometimes put on their coats and hats as they ride along.

A: People should help firemen get to a fire fast.

B: How can they do that?

A: They should get out of the way when they hear the sirens.

B: How do firemen get to their trucks so quickly?

A: There are always some firemen at the station.

B: Oh. Do they take turns working?

A: Yes, they do. The men take care of their trucks and equipment when they aren't at a fire.

### EXERCISES:

1. I'm going to the zoo when I go to Honolulu.  
to the beach  
to visit my aunt  
to play with my cousins
2. When my baby brother's not sleeping, he's eating.  
sister's fighting, she's crying.  
grumbling, yelling.  
pushing, pulling.
3. I'll give you a lollipop if you'll lend me your bike.  
football.  
model plane.  
crayons.  
you won't tell the teacher.  
J. P. O.  
principal.
4. T: Why did you cry? C: I cried because he teased me.  
(Repeat) pinched me.  
lost my pencil.  
pulled my ear.
5. I found the quarter you lost yesterday.  
sweater  
paste bottle  
puzzle
6. He was tired when he came home.  
hungry  
thirsty  
happy
7. I can't remember where I lost the coin.  
when dropped purse.  
found watch.  
heard song.  
saw firemen.
8. That's the same dog (that)\* we saw yesterday.  
pony  
wagon  
truck

(\* Optional)

9. The little boy saw the toy he wanted.  
pet  
game  
puzzle  
book
10. A: A man is swimming. B: Two men are swimming.  
fishing. fishing.  
washing cars. washing cars.  
picking opihis. picking opihis.
11. Two men were riding while one man was driving.  
working resting.  
eating sleeping.  
fishing watching.  
listening talking.
12. A: My friend is a fisherman. B: My friends are fishermen, too.  
fireman. firemen,  
mailman. mailmen,  
policeman. policemen,
- 13a. Many workmen are busy. They're building a house.  
fishermen catching crabs.  
mailmen delivering letters.  
firemen going to a fire.  
policemen catching a thief.
- 13b. Let's ask the fireman/firemen what he's/they're doing.  
fisherman/fishermen  
mailman/mailmen  
policeman/policemen
14. A: How much camping equipment do we need?  
firefighting  
fishing  
baseball  
football  
B: We need a lot of camping equipment.  
lots of firefighting  
all kinds of (etc.)
15. A useful piece of camping equipment is a tent.  
sleeping bag.  
gas lantern.  
ladder.  
fire hose.  
hatchet.  
firefighting

A useful piece of fishing equipment is a fishing pole.  
 spear gun.  
 fishing bag.  
 baseball.  
 baseball bat.  
 catcher's mitt.

baseball

\* \* \* \* \*

## LESSON XIIIb - Grade 1

- TARGETS:**
1. Mass noun: fun
  2. Irregular past: took, made, got
  3. Preposition: into
  4. Strengthening the use of the expletive "there"

- NOTES:**
1. Substitute names of children.
  2. Have a pillowcase or box with all kinds of objects in it. Each child gets a chance to take something out of the box. Child holds up item and tells what he got. Another child tells what the first child took from the box:  
 John: I got an airplane.  
 Dave: John took an airplane from the box.
  - 3a. Each child tells what he made for:
 

Mother's Day	Thanksgiving
Christmas	Halloween

A: I made a paper turkey for Thanksgiving.
  - 3b. "When I was in kindergarten I made a \_\_\_\_\_."
  4. Each child tells what he got for his birthday, or for Christmas:  
 A: I got a new bike for my birthday.
  5. Play "Doggie, Doggie, Who Has My Bone?":  
 Teacher chooses a child to be the dog. Dog sits with back to class, in the front of the room, eraser (bone) behind him. Teacher points to another child who tip-toes to steal the bone. When "thief" returns to his seat, class says:  
 "Doggie, doggie, someone took your bone."  
 Dog faces class, has three guesses. Asks three people:  
 "Did you take my bone?"      Answers will be:  
 "Yes, I did. / No, I didn't."  
 If guesses are wrong, Dog can ask: "Who took my bone?"  
 Thief answers: "I took your bone."  
 The person with the bone is the next Dog.

6. The teacher can ask each child: "Did someone ever make something for you? Tell us about it."

C: My father made me a kite.

#### DIALOGUE:

##### At the Airport

It's always fun to go to the airport. There are many planes flying in and out of the Hilo Airport.

A: I went to the airport late last night to meet the United Airlines jet.

B: Was that the one that came from the mainland?

A: Yes, it was. My aunt came from California to visit us. I took leis that I made to give her. She got many leis from us. There were many tourists at the airport. I gave my extra leis to some tourists. They also got leis from the tour drivers.

B: Did you go into the airplane?

A: No, I didn't.

B: My cousin is a stewardess. She took me into a jet once. The pilot showed me all the instruments/things that were in the plane. I had a lot of fun looking around. I even got into the pilot's seat.

A: You were lucky. If we can save our money, my father's going to take us to the mainland.

B: Maybe when you go, the pilot will invite you to look around inside.

A: I hope so.

#### EXTRA MATERIAL:

##### My Shadow

I have a little shadow that goes in and out with me,  
And what can be the use of him is more than I can see.  
He is very, very like me from the heels up to the head;  
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow--  
Not at all like proper children, which is always very slow;  
For he sometimes shoots up taller like an india-rubber ball,  
And he sometimes gets so little that there's none of him at all.

One morning very early, before the sun was up,  
I rose and found the shining dew on every buttercup;  
But my lazy little shadow, like an arrant sleepyhead,  
Had stayed at home behind me and was fast asleep in bed.

(Stevenson, Robert Louis. A Child's Garden of Verses.  
New York: The World Publishing Company, 1946.)

## EXERCISES:

1. It's a lot of fun to jump.  
fun to hop.  
to skip.  
to tumble.  
to ride the merry-go-round.
2. A: Did you have much fun at the parade?  
circus?  
fair?  
B: Yes, we did. We had a lot of fun.
3. A: Is it fun to ride a pony?  
chase butterflies?  
catch grasshoppers?  
make mudpies?  
pound nails?  
B: Yes, it is. It's a lot of fun.
4. (Change "every day" to "yesterday".)  
T: He takes a bath every day.  
nap  
shower  
C: He took a bath yesterday.  
nap  
shower
5. My father took me to the store yesterday.  
park  
beach  
wharf  
bakery  
airport
6. I took a toy to school.  
whistle  
balloon  
ball  
puzzle  
comic book
7. A: Why are you crying?  
(Repeat question)  
B: Someone took my new sweater.  
cap.  
raincoat.  
airplane.  
boots.  
purse.

8. (Change "every year" to "last year".)  
 T: They make jack-o-lanterns every year.  
       Christmas cards  
       Halloween masks  
       Easter burnies  
 C: They made jack-o-lanterns last year.  
       (etc.)
9. (Name) pinched me. He made me cry.  
       scared She jump.  
       tripped fall.  
       kicked angry.  
       tickled laugh.
10. My teacher made me clean the room.  
       mother wash the dishes.  
       father feed the dog.  
           drink milk.
11. Mother made some cookies yesterday.  
           bread  
           biscuits  
           cupcakes
12. We got a puppy for Christmas.  
       They kitten  
       He robot  
       She  
       John
13. T: What did you get at the store? (Repeat the question)  
       C: I got a pound of butter.  
           quart of milk.  
           bag of sugar.  
           head of lettuce.  
           carton of soda pop.
14. I got on the bus.  
       into  
       out of  
       under  
       behind
15. A: How many presents did you get for (Christmas, etc.)?  
       toys  
       dolls  
       hula hoops  
       comic books  
       B: I got \_\_\_\_\_ presents.  
           (etc.)

16. There's a boy waiting at the door.  
man across the street.  
woman behind the car.  
girl on the corner.
17. There are some people over there.  
girls  
boys  
children
18. There are some birds sitting on the fence.  
is a mongoose on the road.  
some baby kittens in the box.  
an umbrella in the closet.  
a cake on the table.
19. There were some moths on our window last night.  
mosquitoes  
bugs  
lizards
20. There was a dog fight behind our house yesterday.  
cat meowing  
fire  
mynah bird
21. There was a bright moon last night.  
were many noisy planes  
a dog barking  
a thunderstorm
22. He climbed into the car.  
jumped  
got  
crept  
ran
23. Ouch! I bumped into the door.  
chair.  
table.  
rubbish can.

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Grade Two			
LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced	Typical Sentences from the Lesson	
	General Target	Specific Target	
Ia	Determiners Nominative pronouns Linking verbs Lexical item	a/an I, you, he, she, we, they am, is, are(contractd) have	
Ib	Determiner Nominative pronoun Lexical item	the it like	
Ila	Interrogative linking Negative declarative linking Objective pronoun	Are you strong and healthy? My father's not that tall. Feel me.	
IIf	Noun substitute Prepositions Affirmative and negative predicate substitutes Lexical item	It's mine. An elephant and a boy are in the story. The boy's the trainer of the elephant. Are Mary and Jane at the Book-mobile? Yes, they are. Is that from the Bookmobile? Go out and ask Ira.	
IIf	Objective pronouns Prepositions Noun substitute	Yes, a fireman is on it. They help us get out of a burning house safely. They help me a lot, too.	
IId	Objective pronouns Prepositions	I like her. I see over there.	

Grade Two			
LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced	General Target	Specific Target
			Typical Sentences from the Lesson
IIId			Who's the lady with him? Sometimes I get an injection from them.
IIIa	Declarative present progressive Preposition Noun determiner	to another	Another helper is slicing a tomato. The custodian's carrying a waste-basket to the incinerator.
IIIb	Interrogative present progressive Negative declarative present progressive Infinitive Lexical item	want to	Are you training your dog to do anything, Philip? They're not enjoying it. We want to have a good pet show.
IIIc	Negative interrogative present progressive Objective pronoun Lexical item Strengthening the use of predicate substitutes	you stay	Aren't you going to the beach with us? I'm planning to meet you later. She's staying at home with my mother.
IVa	Noun plurals Preposition Irregular past Lexical item	/-z, -s, -əz/ endings about read tell	They're questions about the sun. The plants on our earth need the sun. The sun's a great ball of burning gases. I read about it in my book at home. Please tell me.

Grade Two			
LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
IVb	Interrogative "did" Predicate substitute "did-didn't" Declarative "did"(negative) Irregular past Prepositions Regular past	rang before, after /-d/ ending	Did you have a fire drill yesterday? Yes, we did. No, it didn't. We didn't have to go back after the drill. The alarm rang before recess. We remembered all the rules.
IVc	Past tense Irregular past Preposition	/-d, -t/ endings told, was, were, became off	We celebrated his birthday last month. And he listened to sailors. The teacher told us about him. Christopher Columbus was the son of a weaver. They were good storytellers. He became a sailor. Keep your elbows off the table.
Va	Interrogative "do-does" Negative declarative "don't-doesn't" Predicate substitute "do-does" Noun determiner		Do you watch TV often? I don't have any favorites. Yes, I do. No, I don't.
Vb	Third person singular present tense Noun determiner	any /-s, -z, -z/ endings a lot of	He watches boys and girls and keeps us safe. He knows the laws.

Grade Two			
LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
Vb	Preposition Irregular third person singular verb	like has	It has a lot of things about the policeman. He's like the fireman.
Vla	Modals: a. Can - interrogative, affirmative and negative declarative ("not" contracted), predicate substitute b. May - interrogative (to ask permission), predicate substitute Irregular past		Can I take my fishing pole? You can ask him. I can't swim. Yes, you can. No, I can't. May Dick go to the beach with us? Yes, he may. Our mothers made our lunches for us.
VIb	Modals: a. Would - interrogative, predicate substitute, affirmative and negative declarative ("not" contracted) b. Could - interrogative, predicate substitute, affirmative and negative declarative ("not" contracted)	made	Would they learn about rockets and space ships? Yes, they would. No, I wouldn't. And they would learn about plants and animals. That wouldn't be too interesting. Could boys and girls have a good time in school? Yes, they could. They could learn many new things. They couldn't live without plants and animals.

Grade Two LESSONS AND THE SEQUENCE OF TARGETS				
Lesson number	New Targets Introduced		Typical Sentences from the Lesson	
	General Target	Specific Target		
VIb	Noun determiner Preposition Irregular plural	many without clothes	We eat them and use them to make our clothes.	
VIc	Modal: Will - affirmative and negative declarative ("not" contracted), predicate substitute Irregular plural	children	My birthday will be here soon. I won't invite too many children. Yes, I will. No, she won't.	
VIId	Modals: a. May/Might - (to express possibility) affirmative declarative, predicate substitute b. Ought to - affirmative declarative Lexical item	also	We might go on a field trip next week. We may also. We ought to know soon.	
VIe	Modals: a. Should - interrogative, affirmative and negative declarative ("not" contracted), predicate substitute b. May - (to express		Should we play in the schoolyard? Children should be careful. They shouldn't play in dangerous places. Yes, you should. No, we shouldn't. Drivers may not see you.	

Grade Two LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
VIe	possibility) negative declarative		
VI f	Possessive pronoun Irregular plural	their teeth	She talked to them and checked their teeth.
VI g	Modals: a. Must - interrogative, predicate substitute, affirmative and negative declarative b. Shall - interrogative with the first person pronoun		Must I? Yes, you must. No, I mustn't. Well, you must go to sleep now. You mustn't be late for school. Shall I help you find a plate?
VI h	Negative imperative Noun substitute Reflexive pronoun Prepositions Objective pronoun	one yourself into, by them (referring to inanimate objects)	Don't show off. I can think of one. Don't go swimming by yourself. Don't go too far into the ocean. Remember them. (rules)
VII a	Mass nouns  Noun determiners  Irregular plural	meat, milk, bread, food, cereal, rice, syrup, lettuce, ice cream, poi much, those, these, a few loaves	I need a pound of stew meat and a quart of milk. He can't order too many loaves of bread. How much food does he order every day? He orders many boxes of cereal, many bags of rice and a few

Grade Two			
LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced	Typical Sentences from the Lesson	
	General Target	Specific Target	
VIIa			bottles of syrup. I want to try these new colored ice cream cones.
VIIb	Noun possessive Irregular plural Negative interrogative linking verb Irregular past	/-z/ ending people  rode, saw	Kihei wanted to borrow Victor's baseball bat. People should be careful about that Isn't anyone at home? Later he rode over to Victor's house. He saw a lineman there.
VIIc	Noun possessive Mass noun Irregular plural	/-s, -z/ endings lumber men	Is Lynette's father a carpenter? My friend Bruce's father is an electrician. How much lumber does he need to build a house? These men all work together to make shelters for people.
VIIId	Irregular past  Mass nouns	cut, came, sold, sent, got land, fertilizer, water, lunch	She cut and cooked them for our lunch yesterday. They came from a farm. And the store sold them to Mrs. Cook for our lunch. Then he sent them to the store. Mrs. Cook got a lot of fresh vegetables yesterday. Water and fertilizer helped the

Grade Two LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
VIIId			plants grow. He cleared and plowed the land with a tractor first.
VIIe	Mass noun Preposition Irregular past Reflexive pronoun Strengthening the use of modals	sky under grew myself	I can't see the sky by myself. He was always under them. He grew tall and straight.
VIIIa	Comparative-superlative suffixes Irregular plural Irregular comparative-superlative Noun determiner Preposition	-er, -est feet  better, best whose among	My feet are bigger than yours. But Kihei's the tallest boy in our class. Victor's the best reader among the boys. Is he a better player than Reynard? Whose foot is longer?
VIIIb	Preposition Mass nouns Strengthening the use of the comparative-superlative suffixes "-er, -est" Strengthening the use of the determiner "another"	during paper, arithmetic	We learn a lot during the arithmetic period. I have three pieces of paper here. Arithmetic is useful.
IXa	Comparative-superlative with "more-most"		Is a color TV set more expensive than a black and white one?

Grade Two			
LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced	Typical Sentences from the Lesson	
	General Target	Specific Target	
IXa	Mass nouns Lexical item Irregular past Noun determiner Irregular plural	wind, electricity, work either had kind of leaves	It's the most expensive kind of TV set. We can't see the wind. No one can see electricity either. It helps make work easier for people. It rustles the leaves of a tree. They had to work hard.
IXb	Irregular plural Mass nouns Strengthening the use of the comparative - superlative with "more-most"	sheep oxygen, wool, shelter	Sheep are important animals. All plants give us oxygen. A sheep's wool keeps us warm. They give us food, clothes, and shelter.
Xa	Past progressive Expletive Irregular past Mass nouns Preposition	it swam, left, heard, went noise, honey around	It was a beautiful day. He swam and splashed. So the little bear left the duck's pond. He climbed the tree and was eating the honey. Then he went on eating. He made a lot of noise. First the little bear listened to the sounds around him.
Xb	Irregular plural Mass nouns	scissors fun, paste	My scissors weren't sharp enough. That sounds like fun.

Grade Two			
LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced	General Target	Specific Target
			Typical Sentences from the Lesson
Xb	Strengthening the use of the past progressive		They were using scissors, paste, colors, and paper bags.
XIa	Expletive Preposition Noun determiner	there near lots of	Are there lots of people on the jet every night? There are lots of hotels near there.
XIb	Noun substitutes Noun determiners Irregular past	any, most kinds of, several ate	And there aren't any oranges left. We buy most of our food at the supermarket. There are many different kinds of food to eat. It comes from several different places. We ate all the lettuce and oranges at lunch.
XIIa	Tag questions Noun substitute Mass noun	much air	It rained hard last night, didn't it? Much of the water in the air comes from the ocean.
XIIIa	Complex sentences Irregular past Mass noun Reflexive pronoun	fell, drank, thought, found kerosene himself	He thought it might be good, but it wasn't. He fell down but he didn't hurt himself. What was it that he drank? We had to take him to the doctor when we found out. It was kerosene.

Grade Two			
LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced	Typical Sentences from the Lesson	
	General Target	Specific Target	
XIIIb	<p>Mass nouns</p> <p>Preposition</p> <p>Strengthening the use of complex sentences</p> <p>Strengthening the use of the expletive "there"</p>	<p>grass, hair through</p>	<p>That's why the spider is bald and likes to walk through grass. Now there's no hair on his head.</p>

## LESSON 1a - Grade 2

- TARGETS:**
1. Determiners: a/an
  2. Nominative pronouns: I, you, he, she, we they
  3. Linking verbs: am, is, are (contracted)
  4. Lexical item: have

- NOTES:**
1. Substitute names of children.
  2. Use names of children in exercises as substitutes for pronouns.
  3. Each child can introduce self. Give name and age:  
"My name is \_\_\_\_\_. I'm seven."
  4. Children can be asked to make believe. Choose a character for self and another child. Tell what self is and what the other child is: "I'm a goat. He's a monkey."  
Story characters can also be used.
  5. One child tells about the other child or how another child or several children feel after these children pantomime:  
"You're old." "They're tired."
  6. Hold out articles and ask a child to say: "You have a/an \_\_\_\_\_.  
Children can also hold articles and say: "I have a/an \_\_\_\_\_."
  7. Teacher can use her judgment as to when to contract and when not to because of the beginning sound of the word following, or because of the length of the noun with which contraction is being formed.

### DIALOGUE:

#### Part 1 - A New Student

- A: Hello. I'm a new student here. My name's \_\_\_\_\_. I'm a second grader.
- B: Hi, (Name). I'm (Name). I'm a third grader. Come and meet my brother. He's a second grader. His friend's a second grader, too. They're very nice.
- A: I'm glad. I miss my old school. I have a special friend there.
- B: You're welcome here. We're all very friendly. Your teacher's (Name). She's an awfully nice teacher.

#### Part 2 - A Brownie and a Scout

- Kawehi: Hi, Iwalani. Wait. This is Alice. She's my new neighbor.  
Alice, this is Iwalani.
- Alice: Hello, Iwalani.
- Iwalani: Hello, Alice. You have a pretty pin.
- Alice: Thank you. This is a Brownie pin. I'm a Brownie.

Iwalani: You're lucky. Kawehi's a Brownie and my sister's a Brownie, too. They have a good time.

Alice: I'm glad.

Kawehi: We're always busy. We have a meeting every week. We learn something new each time.

Alice: My brother's a Boy Scout. He's a fifth grader. His friend is a Scout, too. They learn a safety rule every week. They're very careful.

### EXERCISES:

1. I'm sad.  
He's nice.  
She's friendly.  
They're unhappy.  
We're happy.  
You're nice.  
I'm late.  
(etc.) early.  
sick.  
healthy.  
careless.
2. I'm a Cub Scout.  
You're catcher.  
fisherman.  
She's a dancer.  
You're second grader.  
Brownie.  
big sister.  
He's a policeman.  
You're fireman.  
big boy.  
J. P. O.
3. I'm an old man.  
You're ugly monster.  
(etc.) elephant.  
alligator.  
owl.  
octopus.  
old woman.
4. I have a new teacher.  
We pet.  
(etc.) game.  
student.  
building.

## LESSON 1b - Grade 2

- TARGETS:**
1. Determiner: the
  2. Nominative pronoun: it
  3. Lexical item: like

- NOTES:**
1. Substitute names of children.
  2. Pronunciation of "the": Because the choice of the vowel sound in this word, /i/ or /ə/, is determined by whether the word that follows begins with a vowel or a consonant, be sure to group the items chosen into those words that begin with the vowel and those that begin with a consonant. Once the students have gotten the conditioning pattern, use the determiner with words beginning with vowels and with consonants.  
Examples:  
/ði/:     the apple             the elephant             the orange  
/ðə/:     the green apple       the monkey             the bird
  3. Hold up an object or a picture of an object. A child tells what he sees and describes it, using the pronoun:  
"I see a ball. It's red."  
Also ask the child to use a noun to describe it:  
"The ball's red."
  4. Children tell about a pet or toy they have and describe it.
  5. Grab Bag: Have a pillowcase filled with objects. Child puts hand in, pulls out object and says: "It's a ball, etc."
  6. Teacher can hold up pictures of the same thing in different colors. Each child tells which he likes:  
"I like the red kite." Real objects may be used.

### DIALOGUE:

#### A New Game

(Telephone conversation):

A: Hi, (Name). This is (Name). Come on over. I have a new game.

B: Wait awhile. My mother's out. I'm the baby sitter right now.

(LATER)

B: Hi, I'm here.

A: Come in. This is my new game. It's a racing game. We choose a car and we have a race.

B: I choose the silver car. It's a snazzy car. It's a Cougar.

A: I pick the red car. It's a Mustang. It's a beautiful car. You pick a card first. Then you move.

B: I like this game. It's an exciting game.

## EXERCISES:

1. I have a dog. It's a good pet. I like my pet.  
           cat.                  smart                  "          "  
           bird.                friendly              "          "  
           duck.                noisy              "          "  
           turtle.
2. My new car's red. It's a fancy car. I like my new car.  
                                   speedy              "          "  
                                   tough                  "          "  
                                   racing                  "          "
3. The new boy's friendly.  
    The new girl's  
    The teacher's  
    The principal's  
    She's  
    He's
4. We feed the sick bird every day.  
                           cat  
                           dog  
                           horse  
                           animal
5. It's a box. It's an old box.  
      a big orange. an orange.  
      a red apple. an apple.  
      a big elephant. an elephant.  
      a mess. an awful mess.
6. I like the merry-go-round.  
    We slide.  
    They story.  
           poem.
7. I like your sister. She's very kind.  
           brother. He's helpful.  
                           polite.  
                           friendly.

## LESSON IIa - Grade 2

- TARGETS: 1. Interrogative linking  
2. Negative declarative linking  
3. Objective pronoun: me

- NOTES: 1. Substitute names of children.  
2. Children pantomime, then guess what each person is.  
Give full answers:  
A: Are you a tiger?  
B: No, I'm not a tiger. / Yes, I'm a tiger.  
3. Pair off and one child pantomimes. Third child asks partner: "Is he/she a tiger?" Partner gives long answers: "No, he's/she's not a tiger," or "Yes, she's/he's a tiger."  
4. Teacher names an object. A child asks another child to "give" or "pass" her the object:  
T: ...ball  
C: Please give me the ball.

### DIALOGUE:

#### Part 1 - Good Health\*

(\* Mass noun, but not introduced as a target here.)

- A: Are you strong and healthy?  
B: Yes. We're strong and healthy. We exercise every day and we eat a good breakfast.  
A: I'm strong and healthy, too. I work hard every day and I play very hard. Feel me. I'm very tough.  
B: Is Daniel strong and healthy, too? He's a good eater. Kawehi's not a good eater. Is she strong?  
A: She's not too strong. She's a girl.  
B: Charlee Ann and Bruce play and work hard. They eat a good breakfast every day. They're strong and healthy.  
A: A poor eater's not too healthy or strong.

#### Part 2 - A Policeman

- A: Is that tall man your father?  
B: Oh, no. My father's not that tall.  
A: Who's that man then?  
B: He's my neighbor. He's a policeman.  
A: Where are his gun and uniform?  
B: Today's his day off.  
A: Is he a detective?  
B: No, he's not a detective. But my uncle is a detective. My

cousin's a motorcycle policeman.

A: Are they friendly?

B: Yes. They help me often. A policeman is very helpful.

A: Yes, I know. A policeman's our friend. He's not an enemy.

### EXERCISES:

1. Are you strong?  
they happy?  
we ready?  
(Names) tired?  
healthy?  
big?  
tall?  
hungry?  
sleepy?

2. A:  
Are (Name) and (Name) ready?  
through?  
friendly?  
helpful?  
smart?
- B:  
No, they're not ready.  
through.  
friendly.  
helpful.  
smart.

3. Is it short?  
he fat?  
she red?  
(Name) skinny?

4. You're not happy.  
They're hungry.  
We're tired.  
(Names) are not through.  
ready.

5. He's not a policeman.  
She's a teacher.  
(Name's) a fireman.  
a ball player.  
a wrestler.  
an old man.

6. I'm not a bad girl.  
ready yet.  
sleepy.  
tired.  
through.  
sick.  
a bad boy.

7. Watch me catch the ball.  
the cat.  
Mary.  
the butterfly.  
the fish.

Please bring me a book.  
chair.  
ruler.  
pencil.  
an apple.  
eraser.  
umbrella.

\* \* \* \* \*

## LESSON IIb - Grade 2

- TARGETS:**
1. Noun substitute: mine
  2. Prepositions: in, of, at, from
  3. Affirmative and negative predicate substitutes
  4. Lexical item: ask

- NOTES:**
1. Substitute names of children.
  2. Children tell what things in the room are theirs.
  - 3a. Children describe different books. Teacher gives example: "It's a story of \_\_\_\_\_."
  - 3b. Have children say what they're "afraid, scared, proud, ashamed, tired of".
  4. Have a cup, a box, a can, and three small toys to fit into these containers. One child places objects in containers without the other children seeing which object goes into which container. Then child asks:  
A: Where is the ball?  
B: Is it in the box?  
A: Yes, it is. /No, it isn't.  
He chooses three children to make guesses. If the guesses are wrong, he gives the right answers: "The ball's in the cup, etc." Next, another child is chosen to place the objects in the containers.
  5. Each child tells where someone else is for situations where the use of the preposition "at" is appropriate.

## Part 1 - A Good Book

A: All right.

**A: Please get me my book.**

4. My dog's in the house.  
doll's  
toy's  
book's
5. It's a story of a boy.  
a monkey.  
a water buffalo.  
an owl.  
an elephant.  
a little girl.  
an Eskimo boy.
6. He's from the country.  
She's in Kona.  
They're Honolulu.  
the mainland.  
Kauai.
7. My mother's at the store.  
She's/He's at the park.  
My brother's at the beach.  
My sister's at the fair.  
My father's
8. My kite and ball aren't here.  
cat and dog at home.  
brother and sister in the house.  
father and mother
9. Please give me a ride.  
toy.  
fork.  
pencil.
10. (Change #3 to #7 to negative in two ways):  
"The green umbrella's not mine."  
"The green umbrella isn't mine."
11. I'm afraid of the wild dog.  
scared of the J. P. O.  
the big bully.  
proud of my sister.  
my brother.  
my painting.  
my new bike.  
ashamed of my black eye.  
my dirty desk.  
tired of running.  
sitting.  
your grumbling.  
whining.

12. Ask me a question.  
the teacher  
your father  
someone  
your friend

\* \* \* \* \*

## LESSON IIc - Grade 2

- TARGETS:**
1. Objective pronouns: it, him, us
  2. Prepositions: on, out of, for
  3. Noun substitute: a lot

- NOTES:**
1. Substitute names of children.
  2. Let each child ask another child to do something for a boy, pet, or class: "Please pick it up for him."
  3. Let children tell about someone or something that they like very much: "I like Carolyn a lot."
  4. Have a paper hat. Call it a "Magic Hat." Each child can take turns using the following pattern: "I have a magic hat. I have a ball in it. I take it out of my magic hat." (He pretends to pull something out.)
  5. Game: Leader gives directions. Children obey only when he gives the complete sentence. If only the prepositional phrase is used, they do not make a move:  
"Jack's in the box." "In the box." "Jack's out of the box." "Out of the box."
  6. Have very simple line drawings showing objects in different positions in relation to other objects. Examples: Apple in the box, on the box, etc. Ask children questions to elicit the right responses: "Where's the apple?"
  7. Child makes believe he is Santa Claus. He has a bag of toys. Goes around passing out the objects and saying who gets each: "This is for Ann. This ball is for Bill," etc.

## DIALOGUE:

### Part 1 - The Fireman

- A: Look at the fire engine on the street. It's big and red.  
B: Yes, a fireman is on it.  
A: I know him. He's my friend.  
B: My friend's a fireman. He's on the truck, too.  
A: Oh. Is he the driver?  
B: Yes, that's him.

- A: Your friend and my friend are very brave. They have a dangerous job. They work hard.
- B: Yes. They help us get out of a burning house safely. They hold a fire drill at school every month.
- A: They help me a lot, too. A fireman's a good helper.

## Part 2 - A Birthday

- A: Where's everybody?
- B: Father isn't at home yet and your brother's in the yard. Go outside and help him.
- A: I see a present on the kitchen table. Is it for me?
- B: Yes, it is. Happy Birthday. It's from all of us. Open it later.
- A: Okay. I'm so happy. I want a new baseball glove. Is the present a glove?
- B: Never mind. Please take the dog out of his pen and feed him. I'm busy right now.
- A: All right. I like him a lot. He's a smart dog.

## EXERCISES:

1. Please wait for him.  
us.  
it.
2. Put this book on the table for him.  
box us.  
basket me.  
present  
bottle
3. This present is for him. It's from us.  
cake us. him.  
pie  
game  
Please put it away.  
keep in a safe place.
4. Get the present out of the box for him.  
Take car  
package  
closet  
cupboard
5. I swim a lot every day.  
We read  
write  
run/play  
eat  
sleep

6. I have a book for him.  
ball us.  
new game  
fancy toy

7. A: Is this book for (Name<sup>1</sup>)?  
airplane  
(etc.)  
B: No, it isn't. It's for (Name<sup>2</sup>).  
The airplane's for (Name<sup>1</sup>).

8. Ask him for us.  
the man me.  
the teacher  
your father

\* \* \* \* \*

## LESSON IId - Grade 2

TARGETS: 1. Objective pronouns: her, them  
2. Prepositions: with, over

NOTES: 1. Substitute names.  
2. Let each child ask another child to do something for a girl or for the class. "Please give her/them the ball."  
3. Play a game. One child describes something in the room (something to play with, or an item of clothing), and tells where it is or what it's used for, using prepositions "with, over, on, out of, for, in, of, at, from".  
4. Ask each child to tell who he comes to school with every day: "I come with my sister."  
5. Have a large paper circle on the floor. One child gives the directions to another child: "Jump over the circle." "Jump on the circle." "Jump with Ann over the circle."

## DIALOGUE:

A Nurse

A: Hi, (Name). I see (Name) over there. Who's the lady with him?

B: That's his mother. She's very friendly. I like her. She's a nurse.

A: Oh? My mother's a nurse and her friend's a nurse, too. They work at the hospital. They're very busy. Sometimes they work at night.

B: Yes, I know. They help the doctor a lot.

A: You're right. They get us ready for the doctor.

B: Sometimes I get an injection from them.



## LESSON IIIa - Grade 2

- TARGETS:**
1. Declarative present progressive
  2. Preposition: to
  3. Noun determiner: another

- NOTES:**
1. Use pictures of school helpers.
  2. Variation: Dialogue, using paper puppets.  
T: I'm a teacher. I'm preparing an arithmetic lesson.  
C: She's/He's a teacher. She's/He's preparing an arithmetic lesson.
  3. Children tell what their parents or friends are doing at the moment.
  4. Use action pictures. Children tell what's happening in the pictures.
  5. Use live fish in aquarium, insects in jars, etc., and have children describe what it's/they're doing; i. e., describe action using present progressive.
  6. Each child tells about one place he goes to during the summer or the weekend: "I go to the beach."
  7. Give a picture of an object or an actual object to a child. Child then says that he needs another of the same thing for his friend: "I need another top for Tom."

### DIALOGUE:

#### At School

The school's a busy place.

Everyone's doing a job.

Our teacher's preparing an arithmetic lesson.

The secretary's writing a letter.

The custodian's carrying a wastebasket to the incinerator.

The cafeteria manager is peeling a carrot. A helper is stirring something in a pot. Another helper is slicing a tomato.

The principal and a pupil are talking. The principal's explaining a school rule.

A Junior Police Officer is taking a traffic sign out.

Everyone's getting ready. We're ready for school.

### EXERCISES:

1. This is an arithmetic book.  
art lesson.  
orange crayon.  
easy problem.

- This is a science book.  
 good picture.  
 black crayon.  
 hard problem.
2. He's/is slicing a banana.  
 She's/is watermelon.  
 Mary's/is carrot.  
 John's/is an eggplant.  
 onion.
3. They're talking to a policeman.  
 explaining the principal.  
 whispering a teacher.  
 the secretary.  
 a stranger.  
 the new boy. /girl.
4. Mary and John are giving another apple to my sister.  
 He's helping my brother.  
 She's toy  
 They're pencil
5. I need another pencil.  
 partner.  
 color.  
 book.  
 fork.
6. It's looking out of the window.  
 cage.  
 door.  
 box.  
 pen.
7. I'm looking for another pet.  
 pencil.  
 crayon.  
 ball.  
 kite.
8. I'm going to the store. Come with me.  
 We're beach. us.  
 park.  
 supermarket.  
 office.  
 cafeteria.

## LESSON IIIb - Grade 2

- TARGETS:**
1. Interrogative present progressive
  2. Negative declarative present progressive
  3. Infinitive
  4. Lexical item: want to

- NOTES:**
1. Children ask each other questions about what a parent or sibling is doing at the moment: "Is your mother cooking?" Second child gives the full answer.
  2. Each child tells what he is not doing at the moment.
  3. Children tell what they want or are going to do the next day or weekend: "I want to play at the beach."
  4. In Part 2, "Junior Police Officer" may be deleted if children understand what the letters "J. P. O." stand for. Reason for insertion: mispronouncing of letter "J".
  5. Use questions pertaining to the dialogue to vary practice. Examples: "What are the cat and puppy learning?" "Who's learning to talk?" This also helps children master sentences that they may be having difficulty with.
  6. Use pairs of snails, ladybugs, pillbugs, etc., to run an obstacle race. Children can take turns being "sport-casters" to announce ongoing activities, using present progressive.
  7. "Twenty Questions": One person goes before the class and says, "I'm thinking of something./someone. What/Who is it?" Class has twenty guesses. Each guesser uses the pattern: "Is it \_\_\_\_\_?"
  8. Teacher asks the question: "What do you want to be when you grow up?" Each child answers: "I want to be \_\_\_\_."

### DIALOGUE:

#### Part 1 - A Pet Show

Daniel, Philip, Kihei, and Ronion are busy. They're planning to have a pet show. Daniel's painting a sign. Philip and Kihei are building a table. Ronion's making a show ring. They're talking and working.

**Daniel:** I'm teaching my mynah bird to talk. It's not learning very fast. Are you training your dog to do anything, Philip?

**Philip:** My brother and I are teaching him to sit up. He's funny.

**Kihei:** My dog's learning to carry a basket.

**Ronion:** My cat and puppy are learning to ride in a baby buggy. They're not enjoying it. Kihei, is your cat learning to carry the basket very well?

Kihei: No. I have to give her a treat all the time.

Daniel: We want to have a good pet show.

## Part 2 - The Junior Police Officer

John and Grace are walking to school. They see a friend. He's wearing a red band and a white helmet.

John: Good morning, Dick. Are you going somewhere?

Dick: Good morning, John. Good morning, Grace. I'm a J.P.O., a Junior Police Officer, this year. I'm not going anywhere. I'm helping at that crosswalk. Are you crossing the street there?

Grace: Yes. We cross there every day. We want to obey every school rule. That boy at the crosswalk is wearing a red band. He's not wearing a helmet. Is he helping you?

Dick: No. He's watching the playground. We're helping in the schoolyard and at the crosswalk. A J.P.O. is a helper at school.

John: My sister's going to be a J.P.O. next year.

## EXERCISES:

- |    | <u>A:</u>                       | <u>B:</u>                     |
|----|---------------------------------|-------------------------------|
| 1. | Is she feeding the horse?       | Yes, she's feeding the horse. |
|    | he washing cow?                 | No, he's not washing the cow. |
|    | patting dog?                    | (etc. )                       |
|    | holding cat?                    |                               |
|    | bird?                           |                               |
| 2. | I'm not going anywhere.         |                               |
|    | He's to the store.              |                               |
|    | We're park.                     |                               |
|    | She's beach.                    |                               |
|    | They're party.                  |                               |
| 3. | Are they riding to school?      |                               |
|    | we walking                      |                               |
|    | you skipping                    |                               |
|    | running                         |                               |
| 4. | She isn't jumping on the porch. |                               |
|    | He running in the yard.         |                               |
|    | It playing                      |                               |
|    | yelling                         |                               |
| 5. | Is the farmer milking the cow?  |                               |
|    | cleaning the barn?              |                               |
|    | driving his tractor?            |                               |
|    | plowing his field?              |                               |
|    | wearing a robe?                 |                               |

(Change to negative declarative.)

- 6a. They want to play ball.  
 We jump.  
 I swim.  
 scrub the tub.  
 read a book.  
 grab the crab.
- 6b. I want her to work with us.  
 him to ride  
 them to watch  
 to sit
7. They aren't planning to go.  
 We watching a movie.  
 You going to move.  
 cooking the crab.  
 swimming at the beach.  
 singing that song.
- (Change to affirmative: "We're planning to go.")
8. My father's planning to get another horse.  
 We're going to buy dog.  
 chair.  
 bicycle.  
 car.  
 jeep.

\* \* \* \* \*

### LESSON IIIc - Grade 2

- TARGETS:**
1. Negative interrogative present progressive
  2. Objective pronoun: you
  3. Lexical item: stay
  4. Strengthening the use of negative and affirmative predicate substitutes

- NOTES:**
1. Substitute names.
  2. Children ask each other questions about what they're doing or are planning to do. Give short answers:  
 "Yes, I am. / No, I'm not."
  3. Each child tells another child what he's going to do for that child: (Use of objective "you".)  
 "I'm going to give you a pencil."
  4. Ask each other a question about something that they're not sure will happen - negative interrogative of the present progressive: "Isn't your brother going to Honolulu?"



3.     A:  
       Aren't they going to give you the flag?  
    egg?  
    bug?  
    dog?  
    frog?
- B:  
    Yes, they are.  
    No, they're not.
4.     A:  
       Is James going with you?  
                                   staying  
                                   sitting  
                                   reading  
                                   playing  
                                   swimming
- B:  
    Yes, he is.  
    No, he isn't.
5.     I'm not reading today.  
       He's working  
       She's swimming  
       They're playing  
       You're leaving  
       We're painting  
               drawing
- (Change to interrogative form, both affirmative and negative:  
 "Are you reading today?" "Aren't you reading today?")
6.     We're going to look for him.  
    the rug.  
    her.  
    them.  
    the lost dog.  
    a new game.
- (Change to interrogative and another child replies:  
 "Yes, we are. /No, we're not.")
7.     Are you going to stay here?  
    outside?  
    in school?  
    in the room?  
    at home?
8.     Please stay with me. /us.  
                                   him. /her.  
                                   them.  
                                   the baby.  
                                   your father.
9.     I want you to help me.  
                           to go with me.  
                           to stay with me.  
                           to chase me.  
                           to catch the ball.

## LESSON IVa - Grade 2

- TARGETS:**
1. Noun plurals: /-z, -s, -əz/ endings
  2. Preposition: about
  3. Irregular past: read
  4. Lexical item: tell

- NOTES:**
1. The pronunciations of the noun plural endings are determined by the following conditions:  
/-əz/ after stems that end in /s z š ž č j/, e.g., glasses, watches;  
/-s/ after stems that end in /p t k f θ/, e.g., hops hits;  
/-z/ after all other stems, viz. those ending in /b d g v ð m n ŋ l r/, vowels, and semivowels, e.g., bids, goes.
  2. Show pictures of single objects. Let a child tell what he sees. Then give a number and ask the child to pluralize:  
C: I see a dog.  
T: ...two  
C: I see two dogs.
  3. Teacher names an object. Child tells about more than one of that object:  
T: ...kite  
C: I have three kites.
  4. Teacher tells what she reads every day. The child changes the sentence to the past tense at the right cue:  
T: I read the newspaper every day.  
...yesterday/last week  
C: I read the newspaper last week.
  5. Each child tells about a book he has read:  
"I read a book about dwarfs."
  6. For extra material use "Automobile Mechanics" by Dorothy Baruch. Arbuthnot, May Hill, Time for Poetry. Chicago, Illinois: Scott, Foresman and Company, 1952, p. 4.

### DIALOGUE:

#### The Sun

John's asking his teacher some questions. They're questions about the sun. He's curious.

**John:** Is the sun our friend? Is it far away? What is the sun? Please tell me. I want to know.

**Teacher:** Yes, the sun's our friend. It's 93 million miles away. The sun's a great ball of burning gases.

John: Is the sun really burning?  
 Dick: Sure it is. I read about it in my book at home. It's very far away.  
 Teacher: You're right. Some planets are very close to the sun. They're very hot.  
 Dick: And some planets are very far away. They're very cold.  
 John: Then we're lucky. We're not too close to the sun and we're not too far away.  
 Teacher: Yes. The plants on our earth need the sun. We need the sun. Animals need the sun.  
 Dick: Then the sun is shining all the time. Our side of the earth is facing the sun now. The other side of the earth is dark now.

### EXERCISES:

1. I have an ugly duck. Two -- two ugly ducks.  
           a funny hat. Three  
           an interesting mask. Four  
           a new jeep. Some  
           an orange top. Five
2. We want a big dog. Two -- two big dogs.  
           a crab. Some  
           an interesting bug. Two  
           a brown toad. Three  
           a boiled egg. Some  
           an olive. Four
3. They see a big box. Two -- two big boxes.  
           an old house. Three  
           a rose. Some  
           a bush.  
           a watch in the window.
4. Two birds are hopping in the park.  
     rabbits playing  
     foxes  
     girls  
     boys  
     lambs  
     Indian chiefs
5. We read a story about two mongooses yesterday.  
     She rats  
     He boys/girls  
     I dwarfs  
       horses  
       frogs

6. Tell us the story about the lion cubs.  
     me           joke                   toothless sharks.  
                   riddle               hairless dogs.  
                   secret               lost treasure.
- 7a. Ask her about the sun.  
     Tell him               earth.  
                               planets.
- 7b. He's           asking about the prizes.  
     She's       telling               tests.  
     They're   dreaming               pups.  
                                       books.  
                                       grades.
8. I read a lot about the sun.  
                               moon.  
                               planets.  
                               porpoises.  
                               whales.

\* \* \* \* \*

#### LESSON IVb - Grade 2

- TARGETS:**
1. Interrogative "did"
  2. Predicate substitute "did/didn't"
  3. Declarative "did" (negative)
  4. Irregular past: rang
  5. Prepositions: before, after
  6. Regular past: /-d/ ending

- NOTES:**
1. Substitute names of children.
  2. The pronunciations of the regular past tense endings are determined by the following conditions:  
     /-əd/ after stems that end in /t d/, e. g., melted --  
         (not target for this lesson);  
     /-t/ after stems that end in /p k ʧ f θ ʃ/, e. g.,  
         stopped -- (not target for this lesson);  
     /-d/ after stems ending in voiced sounds except /-d/,  
         e. g., climbed, played.
  3. Children ask each other questions about what they did.  
     Give short answers:  
     A: Did you go to the beach yesterday?  
     B: Yes, I did. /No, I didn't.
  4. Teacher gives a sentence in the present tense. Child changes to the past:

T: I learn a new song every day.

C: I learned a new song yesterday.

VERBS: pull, call, plow, play, receive, rub, plug,  
dodge, slam, beg, prepare, try, fill.

5. Children tell what they do before or after school, etc.

6. Tell what two letters come before or after each other:

T: "d"

C: "b" and "c" come before "d".

"e" and "f" come after "d".

(Reason for two letters: 3rd person singular present  
tense hasn't been introduced.)

## DIALOGUE:

### A Fire Drill

A: Did you have a fire drill yesterday?

B: Yes, we did. The alarm rang before recess. The teacher didn't  
have to remind us about anything. We remembered all the rules.

A: Did the fire drill make you late for recess?

C: No, it didn't. We didn't have to go back in after the drill. We  
stayed out for recess.

B: Fire drills are a bother.

A: Oh, no, they aren't. A fire drill is important. We learn to get  
out of a building quickly and quietly.

C: Fire drills protect lives. They help us learn safety rules.

B: I know the rules. Walk quickly and quietly. Walk with your  
hands down.

A: You're right. The rules help to protect us.

## EXERCISES:

1. The teacher rang the bell.  
secretary

He

She

We

They

2. He didn't want to listen to the teacher.  
to help his mother.  
to tell his parents.  
his friends.

3a. The woman didn't find her friend.  
umbrella.  
dog.  
sweater. /purse.

3b. The boys didn't worry about the fight.  
think game.  
talk  
argue

4a. She didn't know the phone number.  
He address.  
story.  
poem.

4b. She didn't know about the fire drill.  
He new rules.  
They accident.  
robbery.

5. A: Did the secretary ring the bell? B: Yes, he/she did.  
the teacher No, he/she didn't.  
he  
she  
we  
they

6. A: Did they saw the board? B: Yes. They sawed the board.  
pull the tree out? pulled the tree out.  
stay at home? stayed at home.  
stay at the beach? stayed at the beach.  
remember the story? remembered the story.  
the address? the address.  
the riddle? the riddle.

7. A: Did you play before school? B: Yes, I/he/she did.  
she read after recess? No, I/she/he didn't.  
he eating?  
going to bed?

8. Did the policeman go after the robber?  
you lost dog?  
they cat?  
boy?

9. They disturbed us yesterday.  
He saved  
She fooled  
joined  
scared  
blamed  
hugged

10. I want to see you after the game.  
party.  
movie.  
program.

\* \* \* \* \*

## LESSON IVc - Grade 2

- TARGETS:**
1. Past tense: /-əd, -t/ endings
  2. Irregular past: told, was, were, became
  3. Preposition: off

- NOTES:**
1. Substitute names of children.
  2. Teacher gives the base form of the word. The child uses the correct past tense form in a sentence:  
T: ...watch  
C: I watched the baseball game yesterday.  
CLUES: slap, wish, heat, load, visit, taste, miss, laugh, lock, scold.
  3. Teacher gives the present tense forms of "was, were, told" in sentences. Children change to the past tense when clues like "last night," etc., are given:  
T: He's sick. ...last night  
C: He was sick last night.
  4. Children make believe that an insect or animal is on something. Each child angrily tells another child to get it off: "Get the cat off my chair!"
  5. Each child can take turns performing an action. Teacher can ask another child to tell what action was performed:  
T: What did John do just now?  
C: He hopped on one foot.
  6. "Became" is not a high frequency word. Too much time need not be spent on it.

## DIALOGUE:

### Part 1 - The Columbus Story

- A: Did you read this book?  
B: What book is it?  
A: It's a story about Columbus.  
B: No, I didn't. Did you like it?  
A: Yes, I did.

- B: We celebrated his birthday last month. The teacher told us about him.
- A: That's right. Christopher Columbus was the son of a weaver. He helped his father.
- B: But he didn't want to be a weaver. He wanted to be a sailor and go to sea.
- A: He read books about different places.
- B: And he listened to sailors. They were good storytellers.
- A: He worked hard to learn to be a sailor. He studied maps. He became a sailor. He wanted to find a new way to India.
- B: The King and Queen of Spain helped him with three ships. They were the Nina, the Pinta, and the Santa Maria.
- A: Columbus and his crew sailed and sailed. Finally they landed on an island. It wasn't India, but he didn't know that.
- B: He was a brave man. He didn't give up. We remember him for that.

### Part 2 - A Good Story

- A: Hi. I stopped at your house yesterday. You were out.
- B: Yes, my mother told me. I was at the beach with my cousins. What did you want to see me about?
- A: I just wanted to let you borrow this book. I read it and enjoyed it a lot. It's a story about an elephant. It was such a funny story. The elephant became a mother to a bird.
- B: Oh, I know that story. My teacher told us that story. The elephant's Horton.
- A: That's right. The mother bird liked flying around. She didn't want to sit on her egg.
- B: I enjoyed that story, too. Thank you for thinking about me.

### Part 3 - Good Table Manners

- A: I borrowed this book from the library yesterday. It's a book about manners. Did you ever read it?
- B: My teacher read it to us last year. I liked the part about using good table manners. I remember the funny boy with the puffy cheeks. He stuffed his mouth.
- A: He reminded me of a boy with mumps.\* The teacher told us never to do that.
- B: I was embarrassed today.
- A: What happened?
- B: My elbows were on the table. My friend became angry. I almost spilled his milk.\*\* I learned a lesson.
- A: What was the lesson?
- B: Keep your elbows off the table.

\* Irregular plural but not introduced as a target in this lesson.  
 \*\* Mass noun not introduced as a target in this lesson.

### Special Notes for Part 3:

1. Teacher asks the question and each child answers:  
"What good manners did you practice today?"  
"What poor manners did you see today?"  
(Remind children not to mention names.)
2. Follow up with posters on good and poor manners. Each child can make up a sentence about his picture.
3. Teacher asks: "What book did you read recently?"  
"What did your mother tell you before you came to school?"  
(Purpose: To elicit past tenses "read," "told.")

### EXERCISES:

1. I told him to sit down.  
lie down.  
come in.  
go out.
2. The teacher told us many stories.  
funny  
scary  
sad  
ghost
3. He was hungry.  
angry.  
at the fair, too.
4. They were thirsty.  
happy.  
tired.  
He stopped walking.  
weaving.  
He enjoyed sailing.  
listening.
5. He worked to be a sailor.  
wanted to go to sea.  
to go sailing.  
listened to stories.  
to sailors.  
to learn.  
watched the ships.  
helped the sailors.  
learned to read maps.  
sailing.

6. My sister waited for me.  
     brother shouted at us.  
         nodded at  
         pouted at
7. They pretended to sleep.  
     She           to sing.  
         to eat.  
     He           to be Superman.  
         to be a witch.  
         to be an animal.
8. My mother was angry.  
     She           sounded sad.  
         looked happy.  
         became ill.
9. My friend hated to take a bath.  
     He           sleep early.  
                 sweep the floor.
10. They pushed the cat.  
        petted horse.  
        scratched dog.  
        kicked  
        trapped  
        kissed  
        laughed at me.
11. (Name) jumped off the board.  
     He         rolled rock.  
                 bed.  
                 chair.  
                 table.
12. Take it off the table.  
                 stove.  
                 bed.
13. He became ill suddenly.  
        sick  
        dizzy  
        angry  
        sad  
        lonely

## LESSON Va - Grade 2

- TARGETS:
1. Interrogative "do-does"
  2. Negative declarative "don't-doesn't"
  3. Predicate substitute "do-does"
  4. Noun determiner: any

- NOTES:
1. Substitute names of children. Program names can also be substituted.
  2. Children can ask questions beginning with "do/does." Others can give short answers:  
A: Does your mother work?  
B: No, she doesn't. / Yes, she does.
  3. Each child can tell what he/she dislikes. Then tell what someone else doesn't have:  
"I don't like cats. John doesn't have a pet."
  4. Have pictures of animals. Tell what each does and doesn't do: "A dog barks. It doesn't quack."
  5. Teacher provides a basket with pictures of different kinds of toys (taken from magazines and catalogues). Children can take turns going around the room saying:  
A: I'm selling toys. Do you want to buy any toys?  
Other children can ask if he has the toys they want.  
Seller answers appropriately:  
B: Do you have any kites?  
C: Yes, I do. / No, I don't.

### DIALOGUE:

#### Part 1 - Television

- A: Do you watch TV often?  
B: Yes, I do. Do you?  
A: Sometimes I do. My mother doesn't let me watch all the shows. Does your mother let you choose the programs?  
B: Yes, she does.  
A: You're lucky. My mother doesn't.  
B: What TV shows do you like to watch?  
A: "Cowboy in Africa's" my favorite program. Do you ever watch it?  
B: No, I don't. Does it show wild animals?  
A: Yes, it does. What programs do you enjoy?  
B: I don't have any favorites. I enjoy "Lassie" and "Daktari."  
Lassie's a smart dog and I like animals.

## Part 2 - Pets at School

A: Do you see all the dogs out in the yard every day?

B: Yes, I do. Does one of the dogs belong to you?

A: No, I don't have a dog. I don't have any pets. Do you own a dog?

B: Yes, I do.

A: Does your dog follow you to school?

B: No, he doesn't. I tie him up every morning. He doesn't like it.  
He doesn't stop pulling.

A: Do you keep him tied all day?

B: No. I let my mother untie him later in the morning.

A: That's a good idea. Dogs belong at home, not in school.

### EXERCISES:

1.     A:  
Do you ever play with a pup?  
                                 gun?  
                                 bumblebee?  
                                 mosquito?  
                                 dove?  
                                 B:  
                                 Yes, I do.  
                                 No, I don't.  
                                 I never play with a pup.  
                                 (etc.)
2.     A:  
Does your sister bake cookies?  
                                 cakes?  
                                 pies?  
                                 B:  
                                 Yes, she does.  
                                 No, she doesn't.  
                                 She doesn't bake cookies.
3.     A:  
Do they sell drums?  
                                 onions?  
                                 brushes?  
                                 shovels?  
                                 puppets?  
                                 umbrellas?  
                                 B:  
                                 Yes, they do.  
                                 No, they don't.  
                                 They don't sell \_\_\_\_\_.  
                                 (etc.)
4.     Does he have any friends?  
          she cousins?  
                 relatives?  
                 sisters?  
                 uncles?  
          (Same pattern as answers in #2.)
5.     We don't have any brushes.  
         I nuts.  
                 butterflies.  
                 bunnies.  
                 crayons.
6.     My mother doesn't need any cups.  
         sister eggs.  
                 glasses.

My mother doesn't need any plates.  
pots and pans.

7. My dog doesn't like the paper boy.  
the mailman.  
my brother.  
our neighbor.  
cats.  
mongooses.

8. A: I don't need any new pencils. Do you need anything?  
shirts.  
dresses.  
crayons.  
notebooks.

B: Yes, I do. /No, I don't.  
I need a new pencil.  
(etc.)

\* \* \* \* \*

## LESSON Vb - Grade 2

- TARGETS:**
1. Third person singular present tense: /-s, -z, -əz/
  2. Noun determiner: a lot of
  3. Preposition: like
  4. Irregular third person singular verb: has

- NOTES:**
1. The pronunciations of the 3rd person singular present tense verb endings are dependent on the same conditions as those for the noun plural. Refer to the Notes Section of Lesson IVa.
  2. Substitute names of children.
  3. Teacher can ask each child what someone else does.  
Child answers:  
T: What does Daraleen do at the beach?  
C: She swims.
  4. One child can say what he does every day. Another child tells about someone else doing the same thing:  
A: I watch TV every day.  
B: Yancy watches TV every day.
  5. Each child tells what his mother or father does every day: "My mother cleans our house."
  6. Have pictures of various workers. Children tell what each worker does.
  7. Children are asked to talk about things or animals with common characteristics, or to ask riddles using "like"

as a preposition:

A: A hippopotamus looks like a big pig.

B: Why is an electric clock like a stream?

8. Teacher shows a picture of a single toy or animal. The child says that he wants a lot of that particular thing:

"I don't want just one cat. I want a lot of cats."

9. For extra material use "The Gay Little Cricket" by S. T. Barrows. It is found in Choral Speaking, Honolulu: Department of Education, 1964, p. ii.

## DIALOGUE:

### Part 1 - A Community Helper

A: Hi, (Name). Where are you going?

B: Hi, (Name). I'm going to the library to find a book about the policeman.

A: Oh. I know of a book at the library. It has a lot of things about the policeman. Let me find it for you.

B: Thank you. You're very kind. I have to make a report to my class. I learned some things about the policeman already. He helps to protect our lives, homes, and cities.

A: That's right. He's like the fireman. He has to think fast and act quickly to save a life.

B: He watches boys and girls and keeps us safe.

A: A policeman directs cars at busy places. He knows the laws.

B: I'm going to find out a lot of things about the policeman.

### Part 2 - The Doctor

A: Where were you yesterday? I didn't see you at the park.

B: I went to see my doctor. Did I miss anything?

A: No, you didn't. Why did you go to see the doctor? Were you sick?

B: No, I wasn't. He just wanted to check me.

A: How does the doctor check you?

B: Well, he gives me a lot of tests. He uses the thermometer to take my temperature. He listens to my heart and my breathing. Then he checks my mouth, ears, and throat. My doctor has a lot of different instruments.

A: Does he weigh you?

B: Yes, he does. He checks my height and weight. He watches for any signs of illness. He wants me to be healthy.

A: Then he's really like a policeman. He guards you. He keeps you safe.

## EXERCISES:

1. She catches the ball well.  
      pitches                   often.  
      misses  
      He washes the dishes every night.  
      rinses  
      smashes
2. Mary eats a lot.  
   John drinks  
   She talks  
   He kicks  
   The dog bites  
       barks
3. My mother mends my dresses.  
     sister sews  
   She irons  
       buys
4. She sees a lot of toys.  
   He fixes  
   The boy buys  
      girl needs  
       picks  
       picks  
       finds
5. We see a lot of boys at the park.  
       dogs  
       girls  
   They needed a lot of rides for the fair.  
       prizes  
       exhibits  
       lights  
       tents  
       flowers
6. (Name) eats a lot of vegetables.  
      buys fruits.  
      sells cookies.  
          carrots.  
          apples.
7. That new girl looks like my cousin.  
      boy aunt.  
          uncle.  
          friend.  
          neighbor.

8. John has a new bicycle. It's just like mine.  
glove.  
bat.  
doll.  
notebook.
9. He's making believe.  
He walks like a cat.  
moves a turtle.  
an elephant.  
a lizard.  
a horse.
10. It sounds like a cat.  
dog.  
an elephant.  
seal.  
goat.  
lion.  
an owl.

## LESSON VIa - Grade 2

- TARGETS:**
1. Modals:
    - a. can - interrogative, affirmative and negative declarative ("not" contracted), predicate substitute
    - b. may - interrogative (to ask permission), predicate substitute
  2. Irregular past: made

- NOTES:**
1. Both "may" and "can" may be used to ask permission.
  2. Children tell what animals or people are or aren't able to do: "Children can't fly." "Boys can play football."
  3. Children ask each other if they're able to do something: "Can you bake a cake?" (Pictures may be used as cues.) Others give short answers.
  4. Children ask each other permission to do something: "May I sit with you?" Others give short answers.
  5. Ask each child the question:  
T: What did you make with your hands?  
C: I made a mask.  
T: What did you make for your mother? /father?
  6. For extra material refer to "Rabbits" by Dorothy Baruch. Arbuthnot, May Hill, Time for Poetry. Chicago, Illinois: Scott, Foresman and Company, 1952, p. 55.

### DIALOGUE:

#### Swimming

- John: Hello, Mrs. A. May Dick go to the beach with us?  
Mrs. A: Where are you boys going?  
John: We're going to Onekahakaha Beach.  
Mrs. A: Yes, he may. You can ask him. He's in the backyard.  
John: Thank you. May he take his lunch with him? We're planning to stay all day.  
Mrs. A: Yes, he may. Can I make some sandwiches for you, too?  
John: No, thank you. Our mothers made our lunches for us.

#### IN THE BACKYARD:

- John: Hi, Dick. Let's go to the beach. We're taking our lunches.  
Dick: Can I take my fishing pole?  
John: Yes, you can. But we're going to swim.  
Dick: I can't swim.  
John: We can teach you to swim. Can you float?  
Dick: No, I can't. I want to learn. Can you really help me?

John: We can all try.  
Dick: Thanks. Let's go then.

### EXERCISES:

1. Reynard can open the box.  
find  
carry  
measure  
paint  
burn  
Jo Ann can follow him.  
hear her.  
see me.  
find  
help  
tell  
They can swim well.  
mend  
play  
read  
sing

(Change above sentences to negative declarative:  
"Jo Ann can't hear me.")

2. A: Can you come with us?  
paint me?  
work  
stay  
eat  
go  
Can Mercel borrow this book?  
May read  
see  
use
- B:  
Yes, I can.  
No, I can't.  
Yes, she can./may.  
No, she can't.
3. A: May I go to the first grade room?  
to visit my friend?  
to the movies?  
to the store?  
outside?
- B:  
Yes, you may.  
No, you may not.
4. May we please borrow your umbrella? (Same response as #3.)  
red crayon?  
pencil?/ruler?  
tent?

5. My mother made a new dress for me yesterday.  
skirt  
shirt

Our teacher made a puppet yesterday.  
mask  
bell

6. A: Did you make the sandwich? B: No, I didn't. My mother made it.  
puppet?  
mask?  
dress?

\* \* \* \* \*

## LESSON VIb - Grade 2

### TARGETS: 1. Modals:

- a. would - interrogative, affirmative and negative declarative ("not" contracted), predicate substitute
- b. could - interrogative, affirmative and negative declarative ("not" contracted), predicate substitute

- 2. Noun determiner: many
- 3. Preposition: without
- 4. Irregular plural: clothes

- NOTES: 1. "Would" and "could" may be used interchangeably in a question like this: "Could you help me with this?"
2. Have children tell what they would like for Christmas, or a birthday: "I'd like a talking doll."
3. Have each child ask a question beginning with "could" or "would". Another child gives a short answer:  
A: Would you like to have a dog?  
B: Yes, I would. / No, I wouldn't.  
A: Could you swim last year?  
B: Yes, I could. / No, I couldn't.
4. Let each child tell about something he wouldn't like to do, or something which he couldn't do:  
A: I wouldn't want to swim alone.  
B: I couldn't find the right box.
5. Let each child tell about something they have, or see a lot of: "I see many books."
6. Each child tells how funny a person or an animal would look without a certain feature:

7. Each child tells about not being able to play a particular game or to do something when an important item is missing: "You couldn't unlock a door without a key."

## Learning in School

B: Yes, they could. They could learn many new things.

B: Yes, they would. And they would learn about plants and animals.

B: Wouldn't you like to learn about plants and animals?

B: They're very important to us. We eat them and use them to make our clothes. Stop and think. We couldn't live without plants and animals.

A: You're right. We wouldn't have anything to eat. We wouldn't have anything to wear.

**1.**

<u>A:</u> Would you like to go to he	the mainland? the movie? the zoo? Honolulu? Kona?	<u>B:</u> Yes, I would. No, he wouldn't.
Would your father let you	go camping? help me? go? stay at my house? play with the ball?	Yes, he would. No, he wouldn't.

**2.**

My sister wouldn't listen to my mother. She	wash the dishes. read the book. walk fast. help me.
--	--

**3.**

<u>A:</u> What would you like to do? (Repeat the question.)	<u>B:</u> I'd like to make a new toy. buy kite. game. wagon.
---	--

4. I'd want many balloons.  
rides.  
books.  
sisters.  
games.  
toys.
5. The girl couldn't draw well.  
boy play  
She cook  
He paint  
get  
find the book.  
broom.  
football.  
room.  
cushion.
6. We could go to the store with you.  
park  
beach  
room
7. We could play without a partner.  
a ball.  
a base.  
many rules.
8. Clothes keep us warm.  
protect us.  
make us look nice.
9. My mother sewed some new clothes for me.  
a lot of us.  
many my brother.  
my family.
10. The clothes in the store window are pretty.  
for teenagers.  
bright.  
expensive.  
for boys and girls.
11. My clothes were dirty.  
Her new.  
His wet.  
old.
12. She has a lot of clothes in her suitcase. She has a swimsuit.  
four dresses.  
two sweaters.  
five pairs of  
socks.

## LESSON VIc - Grade 2

- TARGETS:**
1. Modals
    - a. will - affirmative and negative declarative ("not" contracted), interrogative, predicate substitute
  2. Irregular plural: children

- NOTES:**
1. One child asks: "What will you buy?"  
Second child answers: "I'll buy some apples."
  2. Each child tells what he'll do when he grows up:  
"I'll be a policeman."
  3. Each child tells about a naughty group of children who will not do certain things:  
"The children won't eat dinner."
  4. In the dialogue: (a) Substitute names of children.  
(b) Substitute another event - Christmas, etc.
  5. Each child asks another child to teach him something:  
"(Name), will you teach me to swim?"  
Each child asks another child to go somewhere with him, or to show him something:  
"(Name), will you go to the beach with me?"  
"(Name), will you show me your new bike?"
  6. One child at a time can put his head down on his desk.  
The teacher can signal the class to do something together. Child puts his head up and tells what the children are doing:  
C: The children are tapping.
  7. For extra material use "Choosing" by Eleanor Farjeon. Arbuthnot, May Hill, Time for Poetry. Chicago, Illinois: Scott, Foresman and Company, 1952, p. 91.

### DIALOGUE:

#### Birthday Plans

- A: My birthday will be here soon.  
B: Will you have a birthday party?  
A: Yes, I will.  
B: Who would you like to invite to the party?  
A: I don't know yet. I'll have to think about it first. I won't invite too many children. Mother will be too busy.  
B: I'll help make the table decorations. And I'll help mother in the kitchen.  
A: I'll help clean up afterwards.

**A:** No, she won't. She'll order it from the bakery. It'll be fancy.

1.       A:  
Will you be my partner?                      Yes, I will.  
                the next hitter?                      No, I won't.  
                my friend?  
                here?  
                at home?  
                in the third grade next year?

2. Mary won't listen to the teacher.  
John                      to the radio.  
She                      to the principal.  
He                      to the policeman.

3. We'll help you paint the chair.  
I'll pick up the slippers.  
put away the dictionary.  
sweep the floor.  
fill the bucket.  
wash the dishes.

4. The children will help the custodian.  
swim for awhile.  
go to the circus.  
play with the guinea pig.  
see a movie.  
spin the top.  
clean the room.

**A:** Will the children see a movie?

5. She can't find her kitten. Will you help her look for it?  
chicken.  
ring.  
sweater.  
dog.  
notebook.  
speller.  
pencil.

6. Will you come with us? We won't scold.  
laugh.  
be late.  
tease.  
run. /hurry.

7. We'll be good. We won't yell.  
scream.  
run around.  
play.  
tease.

\* \* \* \* \*

## LESSON Vid - Grade 2

- TARGETS:**
1. Modals:
    - a. may/might - (to express possibility)  
affirmative declarative, predicate  
substitute
    - b. ought to - affirmative declarative
  2. Lexical item: also

- NOTES:**
1. "May" and "might" can be used interchangeably in a statement like this: "I may go to Honolulu."
  2. Substitute names of children.
  3. Children tell what they think may/might happen, or what they may/might do. Another child agrees with a short answer:  
A: The volcano might/may erupt again.  
B: Yes, it might. /may.  
A: I may go to Honolulu next week.  
B: I may, also.
  4. Have children make believe they're going somewhere. But before they go, they must tell what they should do first: "I ought to help my mother."
  5. Children tell what rules they ought to keep in mind when visiting: "We ought to remember to be polite."
  6. Two children at a time: One child says what he did, made, read or tells about something he could, would, or like to do, see, or have. The other child repeats what the first says, adding "also":  
A: I read the newspaper yesterday.  
B: I read the newspaper yesterday, also.

## DIALOGUE:

### A Field Trip

- A: We might go on a field trip next week.  
B: We may also. Where would you go?  
A: We may either go to the library or to the bakery. We ought to

**A: Yes, they might.**

8. You ought to be careful. You might get hurt.  
drop it.  
spill it.
9. We ought to help her find her cat.  
ring.  
sweater.  
ball.  
bean bag.  
dog.

\* \* \* \* \*

## LESSON VIe - Grade 2

- TARGETS:** 1. Modals:
- a. should - interrogative, affirmative and negative declarative ("not" contracted), predicate substitute
  - b. may - (to express possibility) negative declarative

- NOTES:** 1. Substitute names of children.
2. Children make believe they're asking a teacher or parent if they should do something:  
"Should I open the window?"  
Another child makes believe he's the parent or teacher and gives a short answer:  
"Yes, you should. / No, you shouldn't."
3. Children make believe again -- talking to a child this time as a parent or teacher and telling him what he shouldn't do or should do:  
A: You shouldn't slam the door.  
B: You should close it quietly.
4. Each child tells about the possibility of not being able to do something or go somewhere:  
"I may not go to Honolulu this summer."
5. Children tell what they should or shouldn't do in the cafeteria, on the porch, on the playground.

## DIALOGUE:

### Safe Places for Playing

Two children are playing in the street. A policeman comes along and talks to them.

Policeman: You shouldn't play in the street.

A: Oh. Should we play in the schoolyard?

B: No, we shouldn't. The sign says to stay away from the buildings. Besides, we might break a window.

A: Where should we play? Should we go to the park?

Policeman: Yes, you should. You'll be safe there and you won't hurt anything. Children should be careful. They shouldn't play in dangerous places. Streets are dangerous places. Drivers may not see you.

B: Thank you for telling us. We'll remember to be careful next time.

### EXERCISES:

1. Children shouldn't talk back to parents.

lie to  
shout at  
nag at

2. You shouldn't do that.

kick the dog.  
take her place.  
tease your sister.  
play in the puddle.  
write on the wall.

3.

A:  
Should we follow him?  
help her?  
I push you?  
pull  
copy

B:

Yes, we should.  
No, we shouldn't.  
Yes, you should.  
No, you shouldn't.

4.

A:  
Should we go now?  
bake  
read it  
play  
help  
clean up

B:

Yes, you should.  
No, you shouldn't.

5. She should listen to the teacher.

He read  
sing  
work hard.  
play  
look for the dog.  
the toy.  
the ball.  
him.

(Change above to the interrogative form: "Should he work hard?")

6. The airplane may not land.  
   be full.  
   early.  
   late.
7. We may not be able to help.  
   go.  
   bake.  
   read it.  
   play.
8. A: I'm not feeling well. I may not go to the beach tomorrow.  
   picnic  
   birthday party  
   circus  
   zoo  
   game
- B: I'm sorry to hear that. I'll miss you.
9. Alice may need a pencil.  
     Jim                          a sweater.  
     We                          another book.  
     I                           many blocks.  
                                   some crayons.  
                                   a new notebook.  
                                   a lot of cookies.

(Change to negative declarative: "I may not need a pencil.")

\* \* \* \* \*

## LESSON VI - Grade 2

- TARGETS:** 1. Possessive pronoun: their  
 2. Irregular plural: teeth

- NOTES:** 1. One child at a time can say one rule about dental health.  
 2. Each child tells about something that belongs to his neighbors or relatives: "Their dog became sick."  
 3. Each child tells what the dentist did:  
     "The dentist pulled out two of my baby teeth."  
     Or tells what he does to take care of his teeth.  
 4. One child is chosen the leader to stand before the class.  
     The leader gives the command for the class to perform an action involving some part of the body. Each time the leader calls on one person to watch before class performs the action. This person has to tell what the class is doing, or has done, using "their":

Leader: Clap your hands.  
Child: They're clapping their hands. / They clapped  
their hands.

## DIALOGUE:

### A Helper at School

The dental hygienist visited Keaukaha School. She helped boys and girls. She talked to them and checked their teeth.

#### Dental Hygienist:

Do you brush your teeth daily?

You should brush after every meal.

Clean teeth stay healthy.

Our teeth are important.

They help our appearance. A tooth with cavities can look funny.

We can't talk well without teeth.

Teeth also help our digestion.

You should see the dentist often.

A dentist will help you to take care of your teeth.

## EXERCISES:

1. She has one bad tooth.  
one cavity.  
one toothbrush.  
many bad teeth.  
many cavities.  
many toothbrushes.
2. The children take care of their teeth.  
books.  
belongings.  
puzzles.  
toys.
3. My teeth are clean.  
strong.  
healthy.  
yellow.  
white.  
baby teeth.
4. This tooth is loose.  
shaky.  
yellow.  
chipped.  
big.  
new.

5. Do you brush your teeth regularly?  
clean  
Did your dentist pull out your teeth?  
check  
clean  
fill the cavities?
6. We can't play without another boy.  
partners.  
a base.  
a ball.
7. Children should listen to their parents.  
put their toys away.  
share their toys.  
follow rules.  
sleep early.
8. The third graders cleaned their room.  
moved their chairs.  
called their parents.  
showed their pets to us.  
shared their stories with us.  
surprised their teacher.
9. The children invited their friends to their party.  
parents  
pets  
teachers  
neighbors

\* \* \* \* \*

## LESSON VIg - Grade 2

- TARGETS:**
1. Modals:
    - a. must - interrogative, predicate substitute, affirmative and negative declarative
    - b. shall - interrogative with the first person pronoun

- NOTES:**
1. Children can take parts. One can be a parent and another the child.
  2. Each child makes believe that he's talking to his pet or a little brother or sister. He admonishes the pet or sibling, telling it/him not to repeat the same action: "Naughty dog, you mustn't bite the paper boy."
  3. Two children talk to each other. One makes believe he's a parent. The other is a "whining" child. The

**Whining Child:** Must I take a bath now? I want to watch Batman.

- 
- ERIC  
Full Text Provided by ERIC

2. You mustn't throw rocks.  
break windows.  
play with matches.  
run on the porch.  
hurt anyone.
3. A:  
Must I take Billy to the park with me?  
beach  
movie  
game  
party  
store
- B:  
Yes, you must.
4. Children must brush their teeth regularly.  
take a bath  
eat vegetables  
exercise  
study  
visit the dentist
5. The children must be hungry. They're crying.  
wet. shivering.  
happy. laughing.  
frightened.  
sleepy.  
sad.  
lonely.  
ticklish.
6. You mustn't cry.  
whine.  
laugh.  
beg.  
stare.  
be late.  
rude.  
noisy.
7. Shall I give her the book?  
toy?  
kite?  
pencil?  
doll?
8. Shall I walk with her?  
sing  
read  
play  
swim

9. Shall we polish it now?  
wash  
wipe  
lift  
mend

\* \* \* \* \*

## LESSON VIh - Grade 2

- TARGETS:**
1. Negative imperative
  2. Noun substitute: one
  3. Reflexive pronoun: yourself
  4. Prepositions: into, by
  5. Objective pronoun: them (referring to inanimate objects)

- NOTES:**
1. Substitute names of children.
  2. Each child gives a safety rule, a health rule, or a rule on good manners, using the negative imperative.
  3. Each child asks another child the question:  
"Do you have a blue pencil?" (Substitute any other count noun.) Second child answers:  
"Yes, I have one. / No, I don't have one."
  4. Each child asks another child if he can do something alone: "Can you bathe yourself?"  
Or each child tells another child to do something alone:  
"Find yourself a chair. / pet."
  5. Each child makes believe that he is a magician and tells what magical change he has performed:  
"I turned a monkey into a dog."
  6. Each child tells about going into a special building or vehicle: "I walked into the county building once."  
Or each child can tell about bumping into something.
  7. The teacher or another child can say:  
"I have some pencils. What can I do with them?"  
A child answers: "You can give them to me. / Jane."  
Children should be encouraged to give free suggestions as to what can be done with them. Teacher uses plural count noun objects:

toys	crayons	books
kites	puzzles	jacks
balls	cookies	cards (etc.)
  8. Each child tells where he wants to sit, using the preposition "by": "I want to sit by John."

9. For extra material use the song "Did You Ever?" from Music in Our Town, (c) 1956, 1962, Silver Burdett Company.

**DIALOGUE:**

## Swimming Safety\*

Do you go swimming often, boys and girls? Swimming's a good sport. But we must be careful. Can you think of some safety rules for swimming?

**A: I can think of one. Don't go swimming by yourself.**

**T:** That's a good rule to remember. Who can think of another one?

**B:** Don't show off. You might hurt yourself. And don't dare someone else to show off.

**C: Don't swim right after a meal. You should rest awhile.**

**A: Don't go too far out into the ocean. You may not be strong enough to swim back.**

**B: Don't dash into big waves. Be careful of them. They can be dangerous.**

**T:** You have some good rules. Remember them. They help to keep you safe.

(\* "safety" - mass noun, not target at present. )

## EXERCISES:

1.     A:  
Where can I find the mats?     You can find them in the closet.  
                                shells?                                 ocean.  
                                marbles?                              box.  
                                crackers?                           cupboard.  
                                apples?                               refrigerator.
- Where can I plant the seeds? You can plant them in the garden.  
                                flowers?  
                                guavas?
2.     A:  
May I have the pencil?             You may have it.  
                                pencils?                                 them.  
                                mask? / masks?  
                                puzzle? / puzzles?  
                                cup? / cups?  
                                match? / matches?
3.     They jumped into the ocean.  
She dived  
We stumbled  
He leaped

4. We crashed into the wall.  
I banged door.  
chair.  
him.  
table.  
them.
5. Don't run into the house.  
out of the closet.  
the bathroom.  
the library.  
the kitchen.  
the classroom.
6. Here are some rules we should all remember. Repeat after me.  
Then tell me where we should use the rules -- at home, at  
school, swimming, riding our bikes.  
Don't dash into big waves.  
Don't run on the porch.  
Don't carry hot things with bare hands.  
Don't do stunts on the street.  
Don't ride on the sidewalk.  
Don't go too far out in the ocean.  
Don't slide two at a time.  
Don't forget to brush your teeth.  
Don't go swimming right after meals.
7. Here are some cookies. Please have one. /Do you want one?  
mangoes.  
malasadas.  
coconuts.  
oranges.  
nuts.  
bananas.
8. A:  
(Name) has a chicken. I B: have one also.  
wants a lizard. I want one too.  
frog.  
mosquito.  
rabbit.  
duck.  
shiny rock.  
metal box.  
mantis.  
fish.  
bird.  
coin.  
knife.

(Name) wants a button.  
grasshopper.  
mongoose.  
glass float.  
pretty shell.  
ripe guava.

9.     A:  
Do you   talk   to yourself?  
          sing  
          hum  
          read

B:  
Yes, I do.  
No, I don't.

10.    A:  
Did you   cut    yourself?  
          bump  
          bang  
          scratch  
          hurt

B:  
Yes, I did.  
No, I didn't.

11. Don't hurt yourself.  
          do it   by yourself.  
          camp  
          swim  
          surf

## LESSON VIIa - Grade 2

- TARGETS:**
1. Mass nouns: meat, milk, bread, food, cereal, rice, syrup, lettuce, ice cream, poi
  2. Noun determiners: much, those, these, a few
  3. Irregular plural: loaves

- NOTES:**
1. Substitute names of children.
  2. Each child can make believe he is the storekeeper and ask another child:  
A: How much bread do you want?  
(See above list of mass nouns.)  
B: I want two loaves of bread. (boxes, bags, quarts, bottles, pounds, heads of. Also singular: a loaf of, etc.)  
They can also use "some" and "a lot of".
  3. Storekeeper asks: "Do you want these loaves of bread or those loaves of bread?"  
B: I want a few of these/those loaves.
  4. Again using mass nouns presented, the "customer" can ask the "storekeeper":  
"How much \_\_\_\_\_ do you have today?"  
"Is your bread (etc.) fresh today?"  
Storekeeper can answer appropriately.

### DIALOGUE:

#### Part 1 - Running an Errand

Do you go to the store for your mother sometimes? Do you remember to buy everything? Sometimes we need a list. We can't remember everything.

**Mother:** Ronion, would you go to the store for me? I need a few things.

**Ronion:** Yes, I will. What shall I get for you?

**Mother:** Let me see. I need a pound of stew meat and a quart of milk. I also need a box of cereal and a small bag of rice.

**Ronion:** Shall I return these empty bottles to the store?

**Mother:** Yes, please do. I don't have much syrup left. Will you get a bottle of syrup? We can have pancakes.

**Ronion:** Can I buy a carton of ice cream? I want to try these new colored ice cream cones.

**Mother:** Yes, you can. Please get me a head of lettuce, too. Oh, yes, and a small bag of poi. Here's a list. You'll need your wagon to carry all those things. Don't forget anything.

**Ronion:** Don't worry. I won't. But I'm going to have a lot of food.

## Part 2 - The Supermarket

Let's visit the supermarket and talk to the manager. He's a busy man. He has to order many things for his store.

A: I know. The manager can't order too much meat or milk at one time. Those things spoil quickly. He can't order too many loaves of bread. No one wants to buy a loaf of old bread.

B: He's really busy. How much food does he order every day?

A: I don't know. He must buy a lot.

B: What other things does he order for his store?

A: He orders many boxes of cereal, many bags of rice and a few bottles of syrup.

B: He must order about fifty quarts of milk and fifty pounds of meat every day. He must also order some poi every day.

A: He probably needs about thirty heads of lettuce and fifty cartons of ice cream every day.

B: He has to order a lot of food. And many workers deliver these things to the supermarket every day.

### EXERCISES:

- |    |                      |                          |
|----|----------------------|--------------------------|
| 1. | <u>A:</u>            | <u>B:</u>                |
|    | Let's buy some food. | Let's buy a lot of food. |
|    | ice cream.           | ice cream.               |
|    | meat.                | meat.                    |
|    | milk.                | milk.                    |
|    | bread.               | bread.                   |
|    | rice.                | rice.                    |
|    | syrup.               | syrup.                   |
|    | poi.                 | poi.                     |
|    | cereal.              | cereal.                  |
|    | lettuce.             | lettuce.                 |
|    | vegetables.          | vegetables.              |
|    | fruits.              | fruits.                  |
2. Hawaiian food tastes good.  
Vanilla ice cream  
Barbecue meat  
Chocolate milk  
Maple syrup  
Day-old poi  
Chinese food  
Crisp lettuce  
Raisin bread  
Hot rice  
Strawberry ice cream

3. (Three children speaking.)

A:  
How much bread does your family need every week?  
meat  
milk  
rice  
syrup  
cereal  
lettuce  
ice cream  
poi

B:  
We need a loaf of bread.  
pound of meat.  
pint of milk.  
quart of milk.  
carton of milk.  
big box of cereal.  
small bag of rice.  
bottle of syrup.  
head of lettuce.  
box of ice cream.  
bag of poi.

C:  
We need two loaves of bread.  
pounds of meat.  
pints of milk.  
quarts of milk.  
cartons of milk.  
big boxes of cereal.  
small bags of rice.  
bottles of syrup.  
heads of lettuce.  
boxes of ice cream.  
bags of poi.

(Variation in B's and C's replies:)

We need a few loaves of bread.

We need many loaves of bread.

4. A:  
May I have three  
slices of meat?  
pieces of bread?  
glasses of milk?  
bowls of cereal?  
rice?  
poi?  
scoops of ice cream?  
rice?

B:  
You may only have one  
slice of meat.  
piece of bread.  
glass of milk.  
bowl of cereal.  
rice.  
poi.  
scoop of ice cream.  
rice.

5. A:  
These pencils are mine.  
books  
toys  
slippers  
flowers

B:  
Those pencils are yours.  
books  
toys  
slippers  
flowers

6.     A:  
Where's the meat?  
(Repeat the question.)

B:  
It's in the sack.  
          refrigerator.  
          oven.  
          kitchen.  
          freezer.

7.     Boiled     rice is good with vegetables.  
       Steamed                             meat.  
       Fried

8.     A:  
Is the lettuce   fresh?  
                  crisp?  
                  tasty?  
                  ready?

B:  
Yes, it is.  
No, it isn't.

9.     Ice cream   tastes good.  
                  is a good dessert.  
                  comes in different flavors.

10.    A:  
Is that strawberry ice cream?  
          chocolate  
          vanilla  
          peppermint

B:  
No, it isn't. It's raspberry.  
                  coffee.  
                  butterscotch.  
                  strawberry.

\* \* \* \* \*

## LESSON VIIb - Grade 2

- TARGETS:**
1. Noun possessive: /-z/ ending
  2. Irregular plural: people
  3. Negative interrogative linking verb
  4. Irregular past: rode, saw

- NOTES:**
1. Substitute names of children.
  2. Let one child ask another child the question:  
"Did you ever ride a horse?" (jet, train, etc.)  
"When/Where did you ride one?"  
"What did you ride yesterday?" (last week, etc.)  
Purpose: To elicit the past tense "rode".
  3. The pronunciation of the possessive endings are dependent on the same conditions as those for the noun plural.  
Refer to the Notes Section of Lesson IVa.
  4. Ask each child to tell about something that belongs to people and animals with names ending in sounds to which /-z/ can be added.

5. Let each child make believe that he's at a fair or the beach. He tells what people are doing:  
"People are riding the Ferris wheel."
6. Teacher can give a sentence using the pronoun "they".  
Children use the same sentence substituting "the people":  
T: They are watching a game.  
C: The people are watching a game.
7. Teacher can give a negative sentence with the linking verb. Child is asked to change it to the negative interrogative:  
T: We're not ready yet.  
C: Aren't we ready yet?  
Other examples:  
You're not ready.                      We're not through yet.  
He's not here.                          She's not a first grader.
8. Have children talk about what they saw on TV last night, or on the way to school this morning:  
A: I saw "Bewitched" last night.  
B: I saw a dead mongoose this morning.
9. Pull an object out of a bag and give the class a quick glance at it. (Pictures can be used.) Then ask, "What did you see?" Child gives a complete sentence in reply:  
"I saw a \_\_\_\_\_."

#### DIALOGUE:

##### The Telephone Lineman

Kihei wanted to borrow Victor's baseball bat. He tried all morning to call Victor on the telephone. He would only hear a busy signal. He couldn't get Victor.

Then Kihei remembered something. Victor's family might not be using the telephone. It might not be working. So Kihei called the operator. She thanked him for calling.

Later he rode over to Victor's house. He saw a lineman there.

Kihei: Hi. Is something wrong with my friend's telephone?

Lineman: I don't know. I'm checking the wires now. Do you know these people?

Kihei: Yes, I do. Isn't anyone at home?

Lineman: No. The lines seem to be all right. I'll go to the neighbor's house. I want to use the phone.

Kihei: Did you find out anything?

Lineman: Yes, I did. Your friend's telephone is off the hook. People should be careful about that.

1a. A:

1a.      A:  
Does that cat belong to you?  
hat  
pet  
dog  
pencil  
coat  
marble  
jump rope  
football  
bicycle  
lunchbox

B:  
No, it's Mary's cat.  
Jean's hat.  
John's pet.  
Lorna's dog.  
Michael's pencil.  
Loretta's coat.  
Harry's marble.  
Gary's jump rope.  
Bryan's football.  
Henry's bicycle.  
Kihei's lunchbox.  
Mary Ann's

**A:**  
Do those cats belong to you?  
hats  
houses  
pets  
marbles

**B:**  
No, they're (Name's) cats.  
hats.  
houses.  
pets.  
marbles

liked the trip from Honolulu to Hilo.

**The people aren't happy.**

Harold's not here today.

She's not angry.

We're not ready yet.

4a. The farmer rode his tractor to his neighbor's house yesterday.

truck

horse

bulldozer

4b. I rode in a delivery truck once.

jet

fire truck

garbage truck

fishing boat

wagon

taxi

4c. Change to past when cue given.

CUES: yesterday/last night/last Sunday

My brother rides his motorcycle every day.

go-cart

surfboard

scooter

bicycle

racer

4d. A: Did you ever ride a horse?

B: No, but I rode on a donkey once.

Yes, I rode a horse last summer.

5.

A:

I saw the rainbow yesterday.

sunset

Lurline

mailman

parade

B:

I see the rainbow often.

sunset

Lurline

mailman

parade

6.

A:

Did you see my baby sister?

the moon?

the helicopter?

the fireman?

the monkey at the zoo?

B:

No, but I saw your baby brother.

a shooting star.

a jet.

a policeman.

the peacock at the

zoo.

## LESSON VIIc - Grade 2

- TARGETS:**
1. Noun possessive: /-s, /-əz/ endings
  2. Mass noun: lumber
  3. Irregular plural: men

- NOTES:**
1. Substitute names of children.
  2. Let each child ask another child about the occupation of another child's father. If the child knows the answer, he gives it. Otherwise he asks the child himself:  
A: What does Renwick's father do?  
B: I don't know. Renwick, what does your father do?  
or He's a painter. /He paints.
  3. Let each child tell about something that belongs to children or animals with names ending in sounds to which /-s/ and /-əz/ can be added:  
"Herbert's dog is brown and white."
  4. The teacher gives a sentence using the singular noun "man". Children substitute the plural "men". Teacher can give a determiner for a clue: "many, two, some."  
T: The man fixed our porch. ...three  
C: Three men fixed our porch.

### DIALOGUE:

#### Some Important Workers

Houses are important. They protect us from the rain and the wind. Many people work together to build houses for us. They are important workers.

A: Is Lynette's father a carpenter?

B: No, he isn't. But my friend Robert's father is a carpenter. He has a black box of tools.

A: A carpenter's job isn't easy. He has to measure and fit the lumber perfectly.

B: How much lumber does he need to build a house?

A: Oh, a lot.

B: A plumber's job is important, too. The man next door is a plumber. And the plumber's tools are important to him, also.

A: My friend Bruce's father is an electrician. He helps wire a new house.

B: These men all work together to make shelters for people.

## EXERCISES:

1. That hat belongs to Mike. It's Mike's hat. It's Mike's.  
     cat                      Pat.                      Pat's cat.                      (etc.)  
     dog                      Frank.                      Frank's dog.  
     purse                      Annette.                      Annette's purse.  
     duck                      Dick.                      Dick's duck.  
     turtle                      Derek.                      Derek's turtle.  
     mynah bird                      Jack.                      Jack's mynah bird.  
     goldfish                      Matt.                      Matt's goldfish.
2. That's the elephant's cage.  
     giraffe's  
     skunk's  
     goat's  
     mongoose'  
     hippopotamus'
3. We're at the zoo. We're looking at some animals.  
     The mongoose' home is a hole in the ground.  
     The mouse' home is also a hole in the ground.  
     The skunk's tail is bushy.  
     The fox's tail is also bushy.  
     The goose' feathers are oily.  
     The duck's feathers are also oily.  
     The horse's teeth are large.  
     The hippopotamus' teeth are also large.  
     The fish's scales are pretty.  
     The snake's scales are also pretty.
4. Annette's purse is pretty.  
     Dick's shirt                      new.  
    yellow.  
    old.  
    in the closet.  
    on the bed.
5. Look at that cat's tail. It's funny-looking.  
     rabbit's  
     elephant's  
     horse'  
     mongoose'
6. A: What can we do at the beach? (Repeat question.)  
     B:  
     We can find rocks.                      C:  
    swim.                      We can also find shells.  
    walk.                      wade.  
    catch crabs.                      run.  
    eat something.                      catch fish.  
                         drink something.

(Other situations can be elicited from the students:  
"What can we do at the fair? / circus? / picnic?")

(Use items in classroom and features of students for other cues.)

T:

C:

**8.**

**T:**

C:

B: Many other men are looking for the lost boy.  
policemen thief.  
firemen cat.  
fishermen shark.

499

We make a table out of lumber.  
chair  
door  
boat  
shelf  
floor  
cupboard  
fence

(Let children ask questions about things they see in the room):

A: Do we make \_\_\_\_\_ out of lumber?

B: Yes, we do. / No, we don't.

11. Lumber comes from trees.

in different sizes.

to us from the mainland.

to us on ships.

12. The lumber for the dollhouse is in the backyard.

cart

doghouse

treehouse

garage

\* \* \* \* \*

## LESSON VIId - Grade 2

**TARGETS:** 1. Irregular past: cut, came, sold, sent, got  
2. Mass nouns: land, fertilizer, water, lunch

**NOTES:** 1. Substitute names of children.  
2. If children have difficulty pronouncing the final cluster in "sent", concentrate practice on exercise 8 where "sent" is followed immediately by a vowel sound, before practicing the re-ordered sentences where "sent" is followed by a consonant sound.  
3. Ask questions to elicit the past tense forms, especially "cut, came, sold, got, sent"):  
"What did Mrs. Cook get for our lunch?"  
"What did Mrs. Cook do with the vegetables?"  
"Where did the vegetables come from?"  
"Where did the farmer send the vegetables?"  
"What did the storekeeper do with the vegetables?"  
"What did the farmer use to make his plants grow?"  
"Where did the seeds come from?"  
"Where did the tourists come from?"  
"What did they sell at the fair?"

- "What did you get at Christmas?"  
 "What did you get for your birthday?"
4. Let the children make believe that they were naughty in the classroom, on the playground, in church, in the library, at recess, in the lunchroom -- and tell where they were sent:  
 "I was naughty on the playground. The teacher sent me back to my room."  
 Or child tell where he was sent on an errand:  
 T: Where did the teacher send you with a message?
  5. Each child tells about someone who came to visit his family or his class:  
 "Mr. Hirano came to our room yesterday."
  6. Children can pretend that they've visited a toy store. Each child tells what he got at the store.
  7. If there are any new students, they can tell where they came from.
  8. For extra material use "The Drinking Fountain" by Marchette Chute. Poems to Read to the Very Young, New York: Random House, 1961.

#### DIALOGUE:

##### The Farmer

Mrs. Cook got a lot of fresh vegetables yesterday. She washed them. Then she cut and cooked them for our lunch yesterday.

Where did the vegetables come from? That's right. They came from a farm. Listen to Caroline and Renwick talk about farmers.

Caroline: Look at all the vegetables. Where did they come from?

Renwick: From a farm. A farmer worked hard every day to grow our vegetables.

Caroline: What did he do?

Renwick: He cleared and plowed the land with a tractor first.

Caroline: Did he use much fertilizer?

Renwick: Oh, yes. He used a lot. He planted the seeds and watered them. He also pulled the weeds.

Caroline: The water and fertilizer helped the plants grow.

Renwick: Yes, they did. Later he picked and cleaned the vegetables. Then he sent them to the store.

Caroline: And the store sold them to Mrs. Cook for our lunch.

## EXERCISES:

1.     A:  
       How did you cut that apple?  
               he                   mango?  
               she                  pear?  
               they               orange?  
               the boy           cake?  
                                   jack-o-lantern?  
                                   B:  
                                   I cut it with a knife.  
                                   He  
                                   She  
                                   they  
                                   He
2.   Yesterday I cut a mango.       Today, I cut a banana.  
                                   potato.                   carrot.  
                                   sandwich.               roll.  
                                   an apple.               an orange.  
                                   a slice of bread.       a slice of meat.
3.   Victor's aunt came last week.  
       My uncle                   this morning.  
       They                      a few minutes ago.  
       The teacher               an hour ago.  
       The children              last month.
4.   (Name) came home from school and studied.  
       He                        worked.  
       She                       played.  
       I                         made a sandwich.  
       (etc.)                   changed.  
                                   helped his mother.  
                                   rode his bicycle.  
                                   cleaned the house.
5.   This morning my dog came to school with me.  
                           a cat  
                           his friend  
                           your cousin  
                           our teacher
6.   The tourists came from the mainland on an ocean liner.  
       (Name)                   from Kona               in a helicopter.  
       They                     to Hawaii               in a jet.  
       The men                 from Honolulu           in a tugboat.
7.   "I sold a loaf of bread yesterday. (Name) came to buy it."  
       (Let individual students complete the sentences, choosing other  
       students to be the ones who came and bought something. After  
       choral repetition by the class, the student named in the second  
       sentence repeats the process, choosing another item he sold:  
       "my bicycle", etc.)
8.   Yesterday I sent a letter to my friend.  
       Last week           a package           brother.  
       (etc.)              a gift               mother.

Yesterday I sent a post card to my sister.  
a book uncle.  
a magazine aunt.  
a newspaper (etc.)  
a photograph  
a basket of fruits  
a package of seeds  
many letters  
a lot of post cards  
a few packages

(Change word order of sentences above, e.g.,

"I sent my friend a letter.")

9. Some birds like to swim in water.

Pelicans

Seagulls

Ducks

10. People like to play in water.

to splash

to float

to wade

to dive

to fish

11. A: How much water do you drink every day?

B: I drink a glass of water every day.

three glasses of water

many glasses of water

a lot of water

I don't drink water. I drink milk, etc.

12. A: How much water does (Name) drink every day?

B: (Pronoun) drinks two glasses of water every day.

(etc.)

13. An elephant drinks many gallons of water.

A horse

a lot of

cow

many buckets of

dog

a pan of

cat

a bowl of

14. A:

Do you want some water?

Here's a glass of water.

B:

Yes, I do.

This water doesn't taste fresh.

tastes

salty.

good.

15. Water is good for you.  
helps plants grow.

16. Farmers use a lot of fertilizer.  
They many sacks of  
Gardeners lots of
17. Fertilizer is good for my roses.  
helpful vegetables.
18. The farmer cleared the land.  
plowed  
planted  
watered
19. The man wanted a small piece of land.  
sold an acre of  
cleared some  
has a lot of  
doesn't have any
20. This land is good for growing tomatoes.  
fine vegetables.  
just right lettuce.  
oranges.
21. The lunch smells good.  
tastes  
looks
22. A: B:  
How much lunch shall I make? A lot. We're very hungry.  
bring? (Repeat answer.)  
buy?  
serve?
23. My mother got some strawberries for us yesterday.  
delicious apples  
cereal  
tutti frutti ice cream  
new dresses  
new shirts  
poi  
barbecue meat  
Hawaiian food

\* \* \* \* \*

## LESSON VIIe - Grade 2

- TARGETS:
1. Mass noun: sky
  2. Preposition: under
  3. Irregular past: grew
  4. Reflexive pronoun: myself
  5. Strengthening the use of modals

- NOTES: 1. Children can take parts.
2. a. What couldn't Timothy do?  
 b. Why?  
 c. Could his mother help him? Yes, she could.  
 d. What did she say? "You must . . ."  
 e. Could his father help him? Yes, he could.  
 f. Would you like to grow tall and straight?  
 g. What must we all do to grow tall and straight?
3. If the children's health cards are easily available, you can give each child his growth in height and ask:  
 T: How much did you grow?  
 C: I grew one inch, etc.
4. One child is "It". Each child has one hand cupped, palm down on desk. The teacher has a bean in her hand and goes around the room to slip it under someone's hand without "It" guessing. "It" has three guesses:  
 It: Is it under (Name's) hand?  
 T: Yes, it is. /No, it isn't.  
 When "It" fails after three guesses, the child with the bean speaks up: "It's under my hand."
5. Ask the children to describe the sky. They can pretend that it's a clear day or a rainy day.

#### DIALOGUE:

##### Timothy Tree

Timothy Tree couldn't see the sky. The other trees were too tall. He was always under them. The animals could see the sky. The birds could. But Timothy couldn't.

Timothy: I can't see the sky by myself. Would you help me?

Mynah Bird: No, I won't. Help yourself.

Timothy: I can't help myself. Can you help me see the sky?

Mongoose: No, I can't. Don't ask me. I'm not a tree. Ask your mother and father.

(So Timothy looked up. He could see his mother.)

Timothy: Mother, can you help me? I look up every day but I can't see the sky. I couldn't see it yesterday and I can't see it today.

Mother: You must drink all the raindrops. And you must stand straight.

(Timothy looked up at his father.)

Timothy: Can you help me too?

Father: I was a little tree once, too. I couldn't see the sky. Mother was also little. And she couldn't see the sky.

Now we can. And you will see it too. But now you must stretch yourself. Soon you will see the sky. (Timothy was very glad. And soon he could see the sky. He grew tall and straight. He didn't forget to drink all the raindrops. He didn't forget to stand up straight. He didn't forget to stretch every day. And he didn't forget to listen to his mother and father.)

### EXERCISES:

1. The cockroach crawled under the door.  
centipede a rock.  
lizard the log.  
millipede  
earwig
2. Did you look under the chair for your shoe?  
table sweater?  
house marble?  
basket penny?  
box  
counter
3. A: B:  
I planted some seeds last year.  
I grew radishes. What did you grow? I grew radishes also.  
carrots.  
marigolds.  
lettuce.  
petunias.  
beans.  
beets.
4. The sky is gray today.  
clear  
blue  
beautiful  
lovely  
cloudy
5. The sky is like a blanket.  
roof.  
tent.  
great umbrella.  
movie screen.

6. His puppy grew fast.  
kitten  
turtle  
baby brother  
colt  
calf  
duckling  
plant

7. Little brother or sister:

I can't fly the kite by myself. Would you help me?  
push the wagon Can  
open the door  
carry the rice  
tie my shoelaces

Big brother or sister:

Yes, I can.

will.

No, I can't.

won't.

8. I talk to myself sometimes. Do you talk to yourself?  
sing sing  
hum hum  
read read

9. A:

Could you walk home by yourself?  
to the store  
to the beach  
go swimming  
trick or treating

B:

No, I couldn't. I'm afraid to walk home by myself.  
to the store  
to the beach  
go swimming  
trick or treating

## LESSON VIIIa - Grade 2

- TARGETS:**
1. Comparative-superlative suffixes: -er, -est
  2. Irregular plural: feet
  3. Irregular comparative-superlative: better, best
  4. Noun determiner: whose
  5. Preposition: among

- NOTES:**
1. Substitute names of children.
  2. Children compare themselves with each other in height, weight, etc.:  
A: I'm taller than Joann.  
B: Annette has the neatest handwriting.
  3. Have objects of different sizes. Have children compare them.
  4. Children can tell what they like better of two things.
  5. Have pictures of objects. Give one to each child. Child says: "I see/have a ball. Whose ball is it?  
Is it yours, (Name)?"  
Second child can answer affirmatively or negatively.
  6. Each child tells something about another child or about an animal, comparing that child or animal with a whole group: "My dog has the longest tail among all my pets."
  7. Children tell what they can do with/on one foot and also what they can do with/on two feet. They can also tell what they can't do with their feet.
  8. Each child tells who his best friend is.
  9. Each child tells where the best place to swim or play is. He can also tell what the best game to play is.
  10. For extra material use:
    - a. "Feet" by Irene Thompson. Choral Speaking, Honolulu, Hawaii: Department of Education, 1964.
    - b. "Cars Go Fast" by Annette Wynne. Rasmussen, Carrie, Let's Say Poetry Together. Minneapolis, Minnesota: Burgess Publishing Co., 1962, p. 107.

### DIALOGUE:

#### Growing Up

Boys and girls don't all grow in the same way. Some children grow faster than others. Some children can do things better than others. All second graders aren't exactly alike.

A: Put your left foot by mine. Whose foot is longer?

B: Mine is. My feet are bigger than yours.

A: I'm taller than Victor. But Kihei's the tallest boy in our class.

- B: Daniel's the best baseball player in our class.  
 C: Is he a better player than Reynard?  
 B: Yes, he is. Daniel's the fastest runner also.  
 A: Victor's the best reader among the boys. And Caroline's the best reader among the girls.  
 C: Reynard draws the best pictures in our class. I must be the noisiest boy in the class.

### EXERCISES:

1. His puppies are bigger than mine.  
 Her turtles friendlier  
 kittens noisier  
 parakeets fatter  
 smaller  
 cuter
2. Whose eraser is this? It's cleaner than mine.  
 sweater softer  
 bigger
3. This mango doesn't taste very sweet. I tasted a sweeter mango.  
 lichee yesterday. (etc.)  
 orange  
 guava  
 tangerine  
 papaya
4. Which is the biggest kitten?  
 strongest puppy?  
 healthiest calf?  
 funniest lamb?  
 clumsiest colt?
5. That must be the shaggiest cat in Hilo.  
 skinniest  
 ugliest  
 prettiest  
 noisiest  
 dirtiest  
 friendliest
6. A:  
 (Name) has the smallest ball. B:  
 Oh, no. My ball is smaller.  
 heaviest heavier.  
 softest softer.  
 hardest harder.  
 largest larger.  
 lightest lighter.

7. This mango is the ripest fruit of all.  
     orange               juiciest  
     banana              tastiest  
     melon               sweetest
8. My feet are larger than your feet.  
     smaller  
     wider  
     narrower
9. Are your feet clean?  
     dirty?  
     sore?  
     tired?
10. (Children may be asked to demonstrate.)  
     I can hop on one foot.  
         But I need two feet to run a race.  
     I can jump on one foot.  
         But I need two feet to climb a tree.  
     I can stand on one foot.  
         But I can stand longer on two feet.  
     I can balance on one foot.  
         But I can balance better on two feet.  
     I can kick with one foot.  
         But I can't kick with two feet.
11. John can't stand on one foot. He has to use two feet.  
     hop  
     balance  
     tiptoe
12. Cats are better pets than dogs.  
     Turtles  
     Rabbits  
     Guinea pigs  
     (Children can make up their own choices.)
13. Dogs are better pets than turtles.  
     rabbits.  
     fishes.  
     guinea pigs.  
     goats.
14. My mango is better than yours. Mine is riper.  
     guava               his.               tastier.  
     papaya              hers.            sweeter.  
     tomato              juicier.  
     banana  
     melon

15. This is the best room in the school. It's cool.  
pretty.  
big.  
comfortable.  
spacious.  
breezy.
16. Where is the best place to sit?  
to stand?  
to play?  
to pick some mangoes?  
to plant my seeds?  
to swim?  
to eat?
17. A: Whose book is this?  
pencil  
eraser  
notebook  
workbook  
crayon  
B: I don't know.  
It's John's book.  
(Substitute names.)
18. Whose book are you using? (Children can provide answers.)  
reading?  
carrying?  
did you borrow?  
find?
19. A: Whose books are these?  
purses  
pencils  
B: I don't know.  
They belong to John.  
They're John's books.
20. Who is the strongest boy among you?  
tallest girl them?  
shortest us?  
fastest
21. A: Where's (Name)?  
(Repeat question.)  
B: He's over there among the players.  
boys.  
runners.  
trees.  
tables.  
She's
22. He discovered it among the weeds.  
buried rocks.  
plants.  
flowers.

## LESSON VIIIb - Grade 2

- TARGETS:**
1. Preposition: during
  2. Mass nouns: paper, arithmetic
  3. Strengthening the use of the comparative-superlative suffixes "-er, -est"
  4. Strengthening the use of the determiner "another"

- NOTES:**
1. Substitute names of children.
  2. Give each child a picture of an object or pet. Then each child asks the teacher if he may have another of better quality: "May/Can I have a riper peach?"  
Or child looks at another child's picture and says: "Kayleen needs a newer top."
  3. Each child tells about something happening while something else was going on or at a certain period of time (to elicit "during"): "The fire alarm rang during the concert." "I stay with my aunt during the summer."
  4. Each child tells about different ways paper can be obtained at the store: "a roll of paper/a box of paper".  
Teacher can give several children different kinds of paper (different colors, weights, texture). Each child talks about his own piece:  
"My paper is light. /yellow. /rough."
  5. Substitute "mathematics" for "arithmetic" if it is a more frequently used word, and use it as a target word.
  6. Each child can tell what he does or plans to do during the spring or summer vacations. He can also tell what he should or shouldn't do during a class period.
  7. For extra material use the poem by Kate Greenaway.  
Arbuthnot, May Hill, Time for Poetry. Scott, Foresman and Company, 1952, p. 84.

### DIALOGUE:

#### Arithmetic

Arithmetic is useful. It can be very interesting. We learn a lot during the arithmetic period. We learn to measure and to count. We learn about shapes and lines.

A: I have three pieces of paper here. What shape are they?

B: They're shaped like rectangles.

A: Are they the same size?

B: No, they're not. The yellow one is larger than the red one. The green is the largest piece.

C: I know of another way to describe them. The red one is the

smallest piece. The yellow one is smaller than the green one.

A: I learned many new things this year.

B: So did I. I couldn't count by two's last year. Now I can. That's a faster way of counting.

A: The fastest way to add is to know the addition facts.

C: That's right.

### EXERCISES:

1. We have a new car. It's fancier than our old one.  
bigger  
longer  
shinier  
cleaner  
roomier

2. (Back and forth conversation between A and B.)

<u>A:</u>	<u>B:</u>
My dog is smarter than your dog.	But my dog is friskier.
bigger	braver.
prettier	cuter.
noisier	tamer.
heavier	taller.
shaggier	cleaner.

3. She's the nicest person in school.  
friendliest  
kindest  
tallest  
cutest  
shortest  
smartest

4. (Name) has the longest lei.  
prettiest  
loveliest  
freshest  
shortest  
fanciest  
nicest

5. Somebody coughed during the movie.  
yelled  
screamed  
fainted

6. I could hear cats fighting during the night.  
cars honking  
trucks rumbling  
jets zooming

7. (Name) played on the porch during recess.  
 They by the cafeteria  
 She in the mud puddle  
 He with the dogs
8. During the summer we visited my aunt.  
 grandmother.  
 brother.  
 cousin.
9. Some paper is lightweight. Some paper is colored.  
 thin. plain.  
 ruled. white.
10. Paper burns easily.  
 crumples  
 folds  
 tears  
 cuts
11. We can buy rolls of tissue paper.  
 packages of wrapping paper.  
 waxed paper.
12. We use many sheets of writing paper every day.  
 drawing
13. A: I would like some drawing paper.  
 B: How much drawing paper do you want?  
 A: I want three sheets.
14. Arithmetic is useful.  
 difficult.  
 my best subject.  
 easy.
15. I like arithmetic. It's useful.  
 easy.  
 my best subject.  
 interesting.
16. A: May I have another roll? B: Yes, you may. But don't ask for  
 biscuit? another one.  
 cookie?  
 bite?  
 sip?
17. (Name) has another dog. Now she has three pets.  
 cat. he  
 rabbit.  
 turtle.  
 parakeet.  
 guinea pig.

## LESSON IXa - Grade 2

- TARGETS:**
1. Comparative-superlative with "more - most"
  2. Mass nouns: wind, electricity, work
  3. Lexical item: either
  4. Irregular past: had
  5. Noun determiner: kind of
  6. Irregular plural: leaves

- NOTES:**
1. Use names of children.
  2. Each child tells what wind and electricity can or can't do.
  3. Teacher can give a negative sentence. Calls on a child who concurs, using "either":  
T: I don't like carrots.  
C: I don't like carrots either.  
T: I can't use a pen.  
C: I can't use a pen either.
  4. Teacher uses the present tense forms of "have". Children talk about the past, using the same sentences after cue from teacher:  
T: We have a visitor today. ... last week  
C: Last week we had a visitor.
  5. Each child has a picture of an object:  
A: What kind of shirt do you want?  
B: I want that kind of shirt.
  6. Have each child tell what the best kind of pet, toy, game, fruit, etc., is:  
"The best kind of pet is a dog."
  7. Each child can have an object in his hand. Then he puts the object down on a table:  
A: What did Jon have in his hand?  
B: He had a magnet in his hand.
  8. Other words that take "more - most" for their comparative-superlative forms: "careful, delicious, useful, powerful, painful, careless, polite".

### DIALOGUE:

#### Electricity

We can't see the wind. But we can see the things the wind does.\* It pushes the sailboats. It rustles the leaves of a tree. And it plucks a leaf now and then. It also helps to fly a kite.

Electricity is the same way. No one can see electricity either. But electricity helps people work more quickly. It helps make work easier for people.



6. We need many ti leaves to decorate our garage.  
to make a hula skirt.  
laulaus.
7. Some leaves are pretty.  
shiny.  
colorful.  
fuzzy.  
stiff.  
smelly.  
soft.
8. The work in second grade makes me dizzy.  
tired.  
keeps me busy.  
frightens me.  
is hard.
9. A: How much work did you do yesterday?  
B: I did a lot of work. I planted a garden.  
" " raked the leaves.  
" " washed my dog.  
" " helped my mother.  
" " fixed my bicycle.  
" " did my arithmetic.
10. A: Do you have much homework to do tonight?  
B: Yes, I do. But it's easy.
11. Wind pushes sailboats.  
brings clouds and storms.  
cools and refreshes us.  
helps birds fly.  
lifts kites.
12. The wind was strong. It knocked down a signboard.  
a TV antenna.  
a flagpole.  
an old garage.  
a mango tree.
13. The wind's blowing hard.  
scattering the leaves.  
rattling the windows.  
tugging at my skirt.  
tearing the kites.  
pushing the sailboats.
14. Electricity helps to run washing machines.  
television sets.  
refrigerators.  
toasters.  
irons.

Electricity helps to run fans.  
stoves.

15. Electricity is invisible.  
powerful.  
helpful.  
useful.

16. A: How much electricity do you need to run a washing machine?  
a stove?  
(etc.)

B: I don't know.  
You don't need too much electricity.

17. A: Did you ever have a bad dream?  
stomach ache?  
headache?  
toothache?  
nightmare?

B: Yes, I had a bad dream last night.  
(etc.)

18. A: Did you ever have a pet? (Repeat question.)  
B: Yes, I had a puppy once.  
kitten  
turtle  
parakeet  
pony

19. Yesterday we had mangoes for a snack.  
papayas  
potato chips  
cookies

20. A: I looked into Santa Claus' bag.

B: What did he have in his bag?

A: He had a top. (etc.)

(Teacher gives each child a picture of an object to make the slot substitution.)

21. A: I don't know that boy.  
girl.  
song.  
book.  
street.  
B: I don't know him either.  
her  
it

22. A: She doesn't have a pen.  
knife.  
brush.  
red crayon.  
ruler.  
B: I don't have one either.

23.      A:  
What kind of pet do you want?      I want a friendly pet.  
(Repeat question.)                         lively  
  cuddly  
  playful
24. This kind of food is more nourishing than that kind of food.  
            rice   rice.  
            bread    bread.  
            cereal   cereal.  
            milk   milk.

\* \* \* \* \*

## LESSON IXb - Grade 2

- TARGETS:**
1. Irregular plural: sheep
  2. Mass nouns: oxygen, wool, shelter
  3. Strengthening the use of the comparative-superlative with "more - most"

- NOTES:**
1. Use names of children.
  2. Encourage children to use "more - most" with "interesting, useful, important, careful" in talking about favorite books, stories in the reader, activities, food, etc. :  
A: The President is the most important man in our country.  
B: That's the most interesting book on the shelf. It's more interesting than this book.
  3. Children can tell what they think is the most expensive thing in the house or classroom. They can also tell whether it's more expensive than another thing.
  4. Practice using mass nouns and irregular plurals:  
A: How much wool does one sheep give?  
B: I don't know. But it does give a lot of wool.  
A: What kind of shelter do sheep need?  
B: They can stay outdoors. In winter they need to stay indoors.
- (Teacher should use her judgment in eliciting the use of some of the mass nouns as they may have limited uses.)

## Useful Plants and Animals

**A: Some plants are more useful to people than others.**

**C: What's the most useful plant in the world?**

**B: All plants give us oxygen. Some plants are food for us.**

**C: Some plants give us our clothes.**

**A:** Some animals do, too. A sheep's wool keeps us warm. Sheep are important animals. We eat them also.

**C: Does that make the sheep more important to us than cows?**

**B: No, it doesn't. And cows aren't the most important animals either.**

**A: We should just be thankful for plants and animals.**

1.

**A:**

**What do**      **fishes**      **breathe?**  
**people**  
**mongooses**  
**rats**  
**cockroaches**

**B:**  
**Fishes breathe oxygen.**  
**People**  
**Mongoose**  
**Rats**  
**Cockroaches**

2. A: How much oxygen do we breathe every day?  
use  
need

B: We breathe a lot of oxygen.  
use  
need  
I don't know.

3. A: Do fishes breathe much oxygen?  
mongooses  
rats  
cockroaches

**B: Yes, they do. But people breathe more oxygen.**

4. Oxygen comes from weeds.  
bushes.  
trees.  
lawns.  
flowers.

5. Wool is useful for making blankets.  
carpets.  
clothes.
6. Sheep's wool is thick.  
fluffy.  
heavy.  
oily.  
soft.
7. How much wool do they use to make a sweater?  
blanket?  
carpet?  
dress?  
coat?
8. The farmer has ten sheep. They give him many pounds of wool.  
ten bags of wool.  
a lot of wool.
9. We saw a sheep jump over a fence.  
two  
some  
three
10. A: One sheep is sitting under a tree.  
following the herder.  
drinking water.  
crying.  
B: Two sheep are wandering among the trees.  
jumping over a fence.  
eating.  
fighting.
11. My house is my shelter.  
A snail's shell is its shelter.  
turtle's shell  
hive is a honey bee's shelter.  
cave is usually a bear's shelter.  
tree is shelter for some birds.  
burrow is often shelter for ants.
12. A tree wouldn't give me much shelter.  
lean-to  
dog house  
coconut tree
13. The most unusual bugs are mantises.  
beautiful butterflies.  
energetic ants.  
bothersome flies.  
harmful termites. / fruit flies.  
frightening centipedes. / scorpions.

14. This lesson (story, chapter) is important.  
It's more important than that one.  
It's the most important lesson in the book.
15. Charles is careful.  
He's more careful than John.  
He's the most careful boy in the class.  
(Use other names. )
16. Jane is careless.  
She's more careless than Mary.  
She's the most careless girl in the class.  
(Use other names. )
17. Anthony is helpful.  
He's more helpful than Joe.  
He's the most helpful boy in the class.  
(Use other names. )
18. Cherries are expensive.  
They're more expensive than apples.  
They're the most expensive things at the fruit counter.
19. Mauna Kea is beautiful.  
It's more beautiful than Mauna Loa.  
It's the most beautiful mountain on this island.
20. A: A cow is the most useful kind of animal to have.  

dictionary	book
chicken	bird
vegetable	plant

  
 B: A mongoose is the most useless kind of animal.  

comic book	book.
mynah bird	bird.
weed	plant.
21. A cut is more painful than a scratch.  

toothache	headache.
bee sting	mosquito bite.

  
 My big brother's punch      my little brother's punch.

## LESSON Xa - Grade 2

- TARGETS:**
1. Past progressive
  2. Expletive: it
  3. Irregular past: swam, left, heard, went
  4. Mass nouns: noise, honey
  5. Preposition: around

- NOTES:**
1. Children can take the parts of narrator, bear, duck, horse, and dog.
  2. Variation: Teacher reads the selection and asks questions about the story to elicit complete sentences from the children.
  3. If children have difficulty pronouncing the final cluster in "went", concentrate practice on Exercise 23 where "went" is followed immediately by a vowel sound.
  4. Teacher asks everyone to perform an action; then asks everyone to stop at once:  
A: What were you doing?  
B: I was rubbing my hands. What were you doing?  
A: I was tapping on the desk.  
(Continue with the next two children.)
  5. Do the same thing by asking the children to think about something funny: "What were you thinking about?"
  6. Since the use of the expletive "it" is limited, practice will be limited to exercises. Teachers can also elicit the use of "it" by asking about the weather.
  7. To elicit the past tense forms, "swam, left, heard, went", teacher can ask questions:  
"Where did you swim last week?"  
"Where did you leave your toys?"  
"What did you hear a while ago?"  
"Where did he go after that?"
  8. "Noise" can be both a count noun and a mass noun:  
Count noun: "I heard a noise."  
Mass noun: "How much noise can it make?"
  9. Each child can ask another child to move around the room, a particular person, or equipment in a certain way:  
"Tiptoe once around the teacher's desk."

### DIALOGUE:

#### Some Animals Do and Some Don't

It was a beautiful day. A little bear was out alone in the woods. He was looking for something to do. The other little bears were

taking naps.

First the little bear listened to the sounds around him. The leaves were rustling and a cardinal was chirping.

The little bear jumped into a pond. He swam and splashed. He made a lot of noise. A duck was swimming in the pond, too. But the duck wasn't noisy.

Little Bear: How do you swim so quietly?

Duck: Some animals do and some animals don't.

So the little bear left the duck's pond. He trudged along. Soon he heard a horse's neigh.

Little Bear: That's a good sound.

He tried to make a neighing sound.

Little Bear: Nn-grr. How do you make that neighing sound?

The horse heard the little bear. He laughed and laughed.

Horse: Some animals do and some animals don't.

The little bear walked on. It was getting late. Soon he came to a tree with honey in it. He climbed the tree and was eating the honey. A dog saw him.

Dog: How do you find honey?

Little Bear: Some animals do and some animals don't.

Then he went on eating.

## EXERCISES:

1a. I was at a football game.

Many people were watching.  
shouting.  
yelling.  
screaming.  
singing.  
jumping up and down.

1b. Some players were running down the field.

tackling the others.  
blocking the others.  
leaping over the others.

2a. We had a snack at the zoo. We could hear the animals. They were making a lot of noise.

The bears	were growling.
lions	roaring.
monkeys	chattering.
parrots	squawking.
elephants	trumpeting.

2b. A: What were the bears doing?

B: The bears were growling.

3. (Change to the past progressive.)

T: The boy is talking to the girl.

C: The boy was talking to the girl.

CUES: The boy is yelling at the girl.

shouting to

waving to

singing to

The children are studying their lessons.

reading

writing

doing

thinking about

talking about

4. It was a beautiful day in Waimea yesterday.

a lovely day

a fine day

a clear day

It was stormy in Waimea yesterday.

rainy

cloudy

windy

sunny

foggy

5a. It isn't hard to learn to play the ukulele.

trumpet.

drums.

guitar.

It's a long way to the airport.

my house.

the store.

the beach.

the shopping center.

the theater.

5b. It's not far to the airport.

my house.

(etc.)

6. It's warm today.

cold

wet

hot

humid (new word)

7. It's easy to make a mistake.

take a wrong turn.

forget something.

- 8a. It's raining now.  
quiet
- 8b. Is it raining now? Response: Yes, it is.  
quiet No, it isn't.
9. It was warm and sunny on Wednesday.  
cold and windy  
hot and dry  
wet and cold  
hot and sticky
10. It's late.  
It's 12 o'clock. (etc.)  
It's early.  
It's only 7 o'clock. (etc.)
11. We watched a duck and a fish swimming in a pool.  
The duck swam gracefully. The fish swam fast.  
easily. back and forth.  
quietly. in circles.  
smoothly. into a net.  
after some bread.
12. My friend swam for an hour at the beach.  
He/She in the pool.  
We/They
13. A: B:  
Where did you swim yesterday? I swam at Onekahakaha Beach.  
last week? at Four-Mile.  
last Saturday? at Kealoha Park.  
after school? in the bay.
14. (Change to past):  
I swim every day. (I swam yesterday.)  
My friend swims after school.  
The teacher usually swims on weekends.  
We swim every afternoon.  
The boy swims every day.  
The lifeguard swims every morning.
15. The dog left muddy tracks on the porch.  
floor.  
chair.  
rug.  
steps.
16. A: B:  
When did your cousin leave? He left yesterday.  
sister She  
friends They  
aunt  
uncle

17. (Change to the past):

T: I always leave my workbooks at school.

C: I left my workbooks at school.

pencils

books

erasers

drawings

crayons

18. A: I left my knife somewhere. Will you help me find it?

coat

pencil

library book

purse

B: Yes, I will.

19. A:

Did you hear anything? Yes, B: I did. I heard a rustling sound.

crackling

scratching

thumping

tapping

20. A:

Where did you hear that story? B: I heard it on TV.

on the radio.

from my friend.

at school.

in class.

21. (Change to the past):

T:

I hear a siren.

bell.

an airplane.

a cricket.

a piano.

They hear someone singing.

running.

coughing.

crying.

laughing.

C:

I heard a siren.

bell.

an airplane.

a cricket.

a piano.

They heard someone singing.

running.

coughing.

crying.

laughing.

22. T: I heard something. It was a cat chasing rats.

mynah bird on the roof.

mongoose in the bushes.

dog fight.

C: I heard a cat chasing rats.

mynah bird on the roof.

(etc.)

23.     A:  
Where did the little dog go? It went after its mother.  
                                  cat                                   off somewhere.  
                                  duck                                  into its box.  
                                  chick                               under the car.  
  house.  
  around the corner.  
  among the trees.
24. I went to visit my grandmother yesterday.  
                          my aunt  
                          the zoo  
                          my friend  
                          my cousins
25. Our class went on a field trip yesterday.  
We went to the bakery.  
                          airport.  
                          supermarket.  
                          to Miko.  
                          to Dairymen's.
26. My mother went to Honolulu yesterday.  
                          Kona  
                          the doctor's  
                          the dentist  
                          Waimea  
                          the fair  
                          the hospital
27. A: How much noise does a truck make?  
  car  
  an airplane  
  lawnmower  
  gun  
  cannon
- B: A truck makes a lot of noise.  
          (etc.)
28. Noise makes me uncomfortable.  
                          nervous.  
                          angry.  
                          talk louder.
29. Loud noise hurts our ears.  
                          keeps us from hearing other things.  
                          bothers everyone.  
                          makes us cover our ears.

30. A: Does a/an alarm clock make much noise?

rabbit  
siren  
mongoose  
fire alarm  
monkey  
whistle  
rooster  
mynah bird

B: Yes, it does. It makes a lot of noise.

No, it doesn't. It doesn't make much noise.

31. Honey is sweet. It's sticky too.

thick. messy  
clear. gooey  
delicious.

32. A:

Is honey good with bread? Yes, it is. I like it with bread.

crackers?  
biscuits?  
pancakes?  
cereal?

crackers.  
biscuits.  
pancakes.  
cereal.

33. We always use a lot of honey (at our house).

like  
eat  
have  
keep

34. The boy walked around the car.

He hole.  
pool.  
puddle.  
garden.

35. The big dog followed him around the block.  
building.  
corner.  
school.  
airport.

36. He looked around the corner.  
room.  
yard.

## LESSON Xb - Grade 2

- TARGETS:**
1. Irregular plural: scissors
  2. Mass nouns: fun, paste
  3. Strengthening the use of the past progressive

- NOTES:**
1. Substitute names of children.
  2. Each child can either describe his scissors or tell what he uses them for, or ask another child where his scissors are (or where his "pair of scissors" is).
  3. Each child tells what is fun to do: "Swimming is fun."
  4. Ask each child the question: "What was your father/mother/etc., doing when you got home from school yesterday?" (To elicit past progressive.)
  5. "Scissors" takes a plural verb, whether referring to one or more than one. But when the determiner phrase "pair of" is added, the word takes a singular verb and a singular pronoun.
  6. Let's Go Back in Time: Each child tells what he or his family was doing at a particular time in the past.  
Teacher can give the cue:  
T: ... 2 o'clock last Saturday.  
C: My brother and I were swimming at Onekahakaha Beach.

### DIALOGUE:

#### Making Puppets

The second graders were making puppets one day. They were using scissors, paste, colors, and paper bags. They were planning to give a puppet show. They were going to do the story of the three bears.

A: Your class was working so hard this afternoon. What were you doing?

B: We were making puppets. Some of us were practicing our lines.

A: What lines?

B: The story of the three bears.

A: Oh. Why were you making puppets?

B: We're going to have a puppet show for the first graders.

A: That sounds like fun. It's always nice to share something with another class.

B: Yes. And it was fun making those puppets. Each of us made four puppets. I almost spoiled my puppets. My scissors weren't sharp enough. But I borrowed Kawehi's scissors. They were better than mine.

A: Are you all ready for the puppet show?

B: Not yet.

## EXERCISES:

1. I borrowed (Name's) new scissors.  
old  
tiny  
fingernail  
toenail  
heavy
2. We have one pair of scissors.  
a pair of  
some  
two (etc.) pairs of
3. Those scissors are sharp.  
These dull.  
rusty.  
long.  
loose.  
noisy.
4. This pair of scissors belongs to (Name).  
That pair of  
Both pairs of belong  
All three pairs of
5. A: Was it fun going to the zoo? B: Yes, it really was.  
beach? It was a lot of fun.  
airport? loads of  
bakery?  
department store?
6. It's fun to make puppets.  
Christmas cards.  
paper dolls.  
model airplanes.  
masks.
7. A: Is swimming more fun than pulling weeds?  
catching crabs  
running races  
riding the swings  
climbing trees  
fishing  
B: Of course it is. It's a lot more fun.
8. I like to eat paste. It tastes good.  
like poi.  
sweet.  
funny.

9. My paste is dry.  
                gooey.  
                runny.  
                lumpy.
10. A: Whose paste is this?  
B: It's mine.  
A: May I borrow it?  
            use  
            take  
B: Yes, you may borrow it.  
       (etc.)
11. This morning we saw some dogs at school.  
They were playing under the porch.  
                sitting  
                lying  
                running  
                sleeping
12. T: ... carry  
C: The boy was carrying a big box.  
T: ... pull  
C: The boy was pulling a big box.  
CUES:     empty  
            kick  
            pound  
            smash
13. (Name)                      was       pulling some weeds.  
They                           were  
He/She  
(Name) and his brother  
The children
14. (Change to the past progressive.)  
a. The woman           is       waiting at the store.  
The children       are  
They  
b. (Name)               is       making a puppet.  
He/She  
The students       are  
c. The girl is swinging.  
Some boys are playing with marbles.  
A boy is standing in the doorway.  
Ten students are doing the hula.

## LESSON XIa - Grade 2

- TARGETS:**
1. Expletive: there
  2. Preposition: near
  3. Noun determiner: lots of

- NOTES:**
1. Teacher can show just one child a picture with one or more than one object. Another child asks that child: "What's in the picture?" Second child answers: "There's a \_\_\_\_\_. / There are \_\_\_\_\_."
  2. Each child tells who's near him at the moment, or who lives near him: "James is near me." "Annette lives near me." Or child tells who's near James: "Lynette's near James."
  3. Teacher holds up a picture of mass nouns already introduced, or plural count nouns. Child tells that he has or uses or eats "lots of" that particular item: "I have lots of marbles at home."
  4. "Hallucination" -- Tell children to imagine impossible happenings and tell each other about them. Begin with "There is" or "There are":  
A: There are space ships outside.  
B: There's an elephant on Mrs. Chow's shoulder.
  5. To elicit anticipatory subject "there":  
Teacher places various objects on a table or shelf. There should be single objects and also several of the same object (a ruler, several pencils, several books, one ball, etc.). Call on each child to tell what's on the table with the caution that if there's more than one of the item, he should give the number:  
A: There's a ruler on the table.  
B: There are three pencils on the table.

### DIALOGUE:

#### Visitors to Hilo

There are many jets coming to Hilo every week. They bring visitors to Hilo. There are many new hotels to take care of these tourists. There are many people working to take care of them.

A: Is there a jet coming in from the mainland tonight?

B: Yes, there is. There's one coming in every night at eleven o'clock. Why do you ask?

A: My uncle drives a tour bus. He has to meet the jet tonight. He promised to take me with him. Are there a lot of/lots of people on the jet every night?

B: I don't know. But there are a lot of tourists in Hilo.  
 A: How do you know?  
 B: My brother and I were fishing near Coconut Island yesterday.  
 We saw lots of tourists walking around.  
 A: There are lots of hotels near there.

# EXERCISES:

- 1a. There are lots of jets coming to Hilo.  
                                   people  
                                   tourists  
                                   visitors
- 1b. There's a mosquito on the wall.  
                                   butterfly  
                                   ladybug  
                                   spider  
                                   fly
- 2a. (Change to "There's ..."):  
       T: Is there a book on that table?  
       C: Yes. There's a book on the table.  
       CUES: Is there a notebook on the shelf?  
                                   a scrap of paper on the floor?  
                                   a pencil under the table?  
                                   an eraser on your desk?
- 2b. (Change to "There are ..."):  
       T: Do I see two books on the table? ... three  
       C: No. There are three books on the table.  
       CUES: Do I see three pens on the floor? ... two  
                                   some scissors on the counter? ...no scissors  
                                   some purses near the sink? ...no purses
- 3a. (Change to questions):  
       T: There are some chores to do.  
       A: Are there some chores to do?  
       B: Yes, there are.  
       CUES: There are some books to put away.  
                                   some visitors coming.  
                                   some papers to hand out.
- 3b. T: There is a new building at school.  
       A: Is there a new building at school?  
       B: Yes, there is.  
       CUES: There is a dog on the porch.  
                                   a good movie today.  
                                   a new fourth grade teacher this year.

4. A: What's in your basket?  
B: Let's see. There are apples in my basket.  
beans  
There's a banana  
a pumpkin  
an orange  
There are pineapples  
peaches  
mangoes  
dates
5. Keaukaha School is near the ocean.  
sewage plant.  
airport.
6. There's a large mango tree near my house.  
park  
supermarket  
good beach  
school  
laundromat
7. Don't go near that dog. It bites.  
goose.  
parrot.  
pig.  
mongoose.  
sheep.
8. A: Look outside. B: I see a dove near the swings.  
What do you see? a dog near the cafeteria.  
(Repeat both lines) a JPO near the flagpole.  
a bike near the jungle gym.  
a car near the telephone pole.  
the Bookmobile near the hall.
9. I want to sit near the chalkboard. I can see better.  
near the door. It's cooler.  
near the windows. I can look out.  
near Beverly. She's helpful.  
near the teacher. I like her.
- 10a. We saw lots of people on Banyan Drive yesterday.  
tourists  
cars  
buses
- 10b. There were lots of trees in Liliuokalani Park.  
birds  
children  
Japanese lanterns

11. We saw lots of planes at the airport.  
       ladies selling leis.  
       people carrying suitcases.  
       people wearing leis.
- 12a. We visited the Volcano yesterday.  
       There were lots of ferns in the forest.  
                           flowers  
                           wild orchids
- 12b. There were lots of tour groups.  
                           visitors.  
                           cars.  
                           buses.
13. We had lots of fun at the picnic.  
       food                  circus.  
                           fair.  
                           birthday party.  
                           luau.

\* \* \* \* \*

## LESSON XIb - Grade 2

- TARGETS:**
1. Noun substitutes: any, most
  2. Noun determiners: kinds of, several
  3. Irregular past: ate

- NOTES:**
1. Other children's names can be used.
  2. Teacher can have pictures of selected mass nouns and any count nouns as she asks each child the question:  
    T: What did you eat last night?  
    C: I ate a bowl of cereal.  
    (The reason for the pictures is to limit the use of mass nouns to only those that have already been introduced.)
  3. Teacher asks each child: "Where are all the \_\_\_\_\_?"  
    C: John has most of them. Mike has some. I don't have any.
  4. Using the same pictures as #2 cues, children can practice these patterns: "I don't have any cereal left in my bowl. I ate most of it."
  5. Teacher shows pictures of count nouns as cues:  
    A: I have one banana. But Victor has several bananas.  
    B: They are different kinds of bananas.

## DIALOGUE:

### Buying Food

There are many different kinds of food to eat. We buy most of our food at the supermarket.

The man at the supermarket buys the food from different places. Some of the food comes from the mainland by jet. Some of the vegetables come from Waimea by truck. So does some of the meat. Most of the canned food comes by boat. It comes from several different places.

Mother: Victor, will you please get ready. I'm going shopping. I want you to come with me.

Victor: Okay. What will you buy?

Mother: I'm making a list now. Come and help me. Is there enough milk left for supper?

Victor: No, there isn't. There's only half a quart in the refrigerator.

Mother: Then we'll need to buy a carton of milk. How much lettuce is there in the refrigerator?

Victor: There isn't any left. And there aren't any oranges left. We ate all the lettuce and oranges at lunch.

Mother: There's a sale at the supermarket today. I can buy lots of food.

## EXERCISES:

1.     A:  
      Do you have any   pets?                   B:  
                          marbles?               No, I don't have any.  
                          balloons?  
                          puppets?  
                          dolls?  
                          baseball mitts?
2.   A: I ate all the bananas in the bowl.  
      B: Are there any in the refrigerator?  
      A: No, there aren't. (Name) is going to buy some.  
      CUES: I ate all the   grapes       in the bowl.  
                              apples  
                              oranges  
                              guavas  
                              lichees

3. (Change to the negative. )

<u>A:</u>	<u>B:</u>
I have some	I don't have any.
toy cars.	
lollipops.	
kites.	
puzzles.	
masks.	
fishing poles.	

4. (Change to the negative. )

T: He wants two boxes of pencils. ... she  
C: She doesn't want any.  
T: They want some bread. ... we  
C: We don't want any.  
T: (Name) wants four cans of mushrooms. ... I  
C: I don't want any.  
CUES: She wants two boxes of paper clips. ... I  
I want two cartons of ice cream. ... we  
She wants some lettuce. ... he  
The children want some honey. ... we  
They want two cartons of milk. ... she

5. Most of the children are going to the puppet show.  
listening to the teacher.  
doing their arithmetic now.  
eating now.

6. (Change to the affirmative. )

<u>A:</u>	<u>B:</u>
Some of the students	Most of the students like papayas.
don't like papayas.	
guavas.	guavas.
lichees.	lichees.
grapes.	grapes.
melons.	melons.
ice cream cones.	ice cream cones.

7. A: What did you do with the peanuts? B: I ate most of them.  
mints? I shared some with (Name).  
bananas?  
cookies?  
brownies?

8. There are many different kinds of food to eat.  
games to play.  
songs to sing.  
books to read.

9. We saw two (etc.) kinds of airplanes yesterday.  
many boats  
several racing cars  
different
10. A: What kinds of toys do you have? I have B: dolls and trucks.  
flowers roses and gardenias.  
birds mynah birds and doves.  
fishes goldfishes and guppies.  
pets dogs and cats.
11. He sells many different kinds of bread.  
ice cream.  
milk.  
cereal.
12. A: Do you have any apples? I have B: several apples.  
oranges?  
books? oranges.  
books.  
friends at school? friends at school.
13. She called him several times.  
waved to  
thanked  
kissed  
tickled  
asked  
shoved
14. We ate several kinds of food at the luau.  
played games  
saw dances  
heard songs
- 15a. A: How much meat did you eat? I ate B: a lot of meat.  
poi lots of poi.  
bread bread.  
cereal cereal.  
honey honey.  
ice cream ice cream.
- 15b. A: How many hot dogs did you eat? I ate B: a lot of hot dogs.  
guavas lots of guavas.  
sandwiches sandwiches.  
cookies cookies.

16. I ate a whole papaya by myself yesterday.  
watermelon  
loaf of bread  
can. of peaches  
sack of peanuts  
pie

17. A:  
Where did you eat yesterday?  
(Repeat the question)

B:  
I ate at school.  
in the cafeteria.  
at home.  
at the drive-in.

18. A:  
What did you eat this morning?

B:  
I ate four crackers.  
two guavas.  
a piece of raisin bread.  
a bowl of hot cereal.

## LESSON XIIa - Grade 2

- TARGETS:**
1. Tag questions
  2. Noun substitute: much
  3. Mass noun: air

- NOTES:**
1. It may be difficult to elicit tag questions independently. Teacher can provide questions with tags as models. They can be tag questions about where the children live, what they like or dislike, or what they did. If the statement is affirmative, the attached question is negative; if the statement is negative, the attached question is affirmative. The person asking a question that begins with an affirmative statement usually expects the other person to agree with him. The person asking a question beginning with a negative statement expects a negative answer. However, the person responding may either agree or disagree.  
Examples:  
T: You live on Pua Street, don't you?  
C: Yes, I do. / No, I don't live on Pua Street.  
T: John isn't here, is he?  
C: No, he isn't. / Yes, he's here.
  2. Refer to the Pronunciation Section of the Manual for intonation patterns to use with tag questions.
  3. The dialogue and Exercise 6 are marked with intonation patterns. The teacher should adhere to these patterns until the children are familiar with them. She may then vary the emphasis, but the intonations on the tag questions should not be varied.
  4. Have children ask tag questions by using pictures to help:  
A: He's a pretty dog, isn't he?  
B: They're busy, aren't they?
  5. A Game: Teacher gets an object from each child, mixes them all up and then gives one to each child. The children address the persons they think are the owners of the articles:  
A: This is your eraser, isn't it, Philip?  
B: Yes, it is. / No, it isn't.  
(Three guesses are allowed.)  
Or have a "shadow play," using a flashlight. Child casts a shadow of an animal, etc., by using hands. Another guesses what figure is depicted:  
"It's/That's a rabbit, isn't it?"  
The first child replies, "Yes, it is," or "No, it isn't."

6. Ask children to talk about "air": properties, uses, and importance to living things.
7. Each child asks another child the question:  
 A: How much meat do you need?/have?/eat?  
 B: I don't need/have much.  
 CUES:   milk                      ice cream                      water  
           food                     lettuce                     cereal  
           rice                    paper                     honey
8. For extra material use "Sneezing" by Marie Louise Allen. Brown, Helen Ada, Read-Together Poems. Evanston, Illinois: Row, Peterson, 1961, p. 55.

## DIALOGUE:

### Water in the Air

There's much water all about us. There's water in  
the ocean and water underground. There's a lot of water  
in the air. Much of the water in the air comes from  
the ocean. Some of it comes from plants. Water from rain  
puddles goes into the air.

A: It rained hard last night, didn't it?

B: It sure did. There are a lot of puddles outside now,  
aren't there?

A: Yes. But they'll disappear in no time, won't they?

B: I don't know. Where does the water go? Do dogs drink  
up all the water in the puddles?

A: No, they don't. Some of the water goes underground.  
Much of it changes into a gas and goes into the air.

B: Oh. That's interesting, isn't it?





Big Brother:

Don't worry. I'm not.

7. Much of our rice comes from the Mainland.

cereal  
paper  
syrup  
honey  
food  
clothing  
lumber

8. A: How much water was there? B: Not very much.

milk  
ice cream  
rice  
poi  
bread  
candy

9. The air in this room is cool, isn't it?

hot,  
stuffy,  
cold,  
warm,  
fresh,

10. We fill toy balloons with air.

weather balloons  
bicycle tires  
car tires  
truck tires  
swim rings  
air mattresses  
inner tubes

11. We fill our mouths with air. Then we blow it out.  
lungs

## LESSON XIIIa - Grade 2

- TARGETS:**
1. Complex sentences
  2. Irregular past: fell, drank, thought, found
  3. Mass noun: kerosene
  4. Reflexive pronoun: himself

- NOTES:**
1. Substitute names of children.
  2. Have an overturned box on the table with objects under it. One child goes up to look under it, chooses something, and tells the class: "I found a \_\_\_\_\_ under the box." Next child goes up.
  3. One child asks another child the question: "How much milk/water did you drink yesterday?" Second child gives an appropriate answer: "I drank two glasses of milk yesterday."
  4. Teacher can use the same objects as #2 and can drop one object at a time. Children tell what fell:  
T: Did something fall off the table?  
C: Yes, a pencil fell off the table.
  5. Children are asked to make believe a situation where they see or hear something weird. They tell the class about it, using this pattern:  
"I heard a buzz. I thought it was a bee. But it wasn't. It was a giant fly."
  6. Since "kerosene" is not a high frequency word, too much time needn't be spent on it. Children can talk about kerosene--its properties and its uses:  
A: Kerosene looks like water. It has a strong smell. Water doesn't.  
B: Kerosene burns.  
C: We use kerosene in lamps.
  7. For eliciting complex sentences:
    - a. Ask children to say what they would wish for if they had a wishing ring. Or where they would go if they could fly: "If I could fly, I would go to the moon."  
"If I had a wishing ring, I would wish for a boat."
    - b. Ask children to say what they'll do when they grow up: "When I grow up, I'll be a nurse."
    - c. Ask children what TV show they like best: "The TV show I like best is 'Bewitched.'"
    - d. Ask children to say why they like or don't like to do something: "I like to go to the fair because I can ride the Ferris wheel."



3. The J. P. O. scolds us when we fight.  
 My teacher run on the porch.  
 My mother play by the cars.  
 don't cross at the crosswalk.
- 4a. Tell us what you do every day.  
 your pet does  
 your friend  
 your mother
- 4b. (Children called on could demonstrate.)  
 Show us how you pick coconuts.  
 sew leis.  
 tie your shoelaces.  
 catch a fish.
5. I like the shirt (that)\* you're wearing today.  
 dress  
 shoes  
 slippers  
 (\* Optional: less formal without.)
6. I saw a mango fall. It fell during a rainstorm.  
 guava  
 papaya  
 blossom
7. He fell into the hole.  
 out of the crib.  
 puddle.  
 wagon.  
 car.
8. A: The cowboy fell off the horse.  
 B: He scratched himself when he fell down.  
 bumped his head  
 sprained his ankle  
 scraped his knee
9. I fell off my stool when he scared me.  
 yelled "boo!"  
 shouted.  
 poked me.  
 slammed the door.
10. The man was thirsty. He drank a glass of water.  
 milk.  
 Coke.  
 Pepsi.
11. (Change to the past.)  
 T: I drink a lot of milk every day.  
 C: I drank a lot of milk yesterday.

CUES: She drinks a pint of milk every day.  
 They drink six glasses of water every day.  
 (Name) drinks two cartons of milk every day.  
 We drink milk with our lunch every day.

12. It was hot on the farm. The animals were thirsty.

The cows	drank some water from the	pond.
horses		barrel.
pigs		bucket.
chickens		bowl.
ducks		pond.

13. (Change to the past.)

T: He thinks about you every day.

C: He thought about you yesterday.

CUES: She thinks about fishing every day.

They think about ice cream every day.

We think about the beach every day.

14.

A:

I thought I heard strange noises.

footsteps.

dogs barking.

dishes falling.

B:

I thought so, too.

15. I thought my friend was calling me, but he wasn't.

the J. P. O.

the principal

the policeman

16.

A:

What did you find?

(Repeat the question.)

B:

I found a coin.

shell.

centipede.

quarter.

purse.

17.

A:

Where did you find it?

(Repeat the question.)

B:

I found it on the porch.

shelf.

table.

windowsill.

counter.

tray.

18. When I was walking to school this morning, I found a penny.

dime.

button.

toy.

pin.

19. I found a mantis when they mowed the lawn.

centipede

beetle

moth

20. Kerosene looks like water.

smells bad.

21. Kerosene is useful. We use it to start fires.

remove paint spots.

kill weeds.

clean paint brushes.

22. A: Do you have any kerosene at your house?

B: Yes, we do. We have a can of kerosene.

two cans

one gallon

two gallons

23. The little boy played by himself.

ate

fished

walked

24. He talks to himself.

sings

hums

reads

grumbles

25. He scratched himself with his fingernail.

cut

scissors.

burned

a

match.

jabbed

pencil.

26. (Three-way conversation):

A (asks "B"): Did John make it himself?

he

find

read

get

finish

grow

B (asks "C"): Did you make it yourself?

find

(etc.)

C (to "B"): Yes, I did.

No, I didn't. (Name) helped me.

B (to "A"): Yes, he made it himself.

found

(etc.)

No, he didn't make it himself.

(etc.)

## LESSON XIIIb - Grade 2

- TARGETS:**
1. Mass nouns: grass, hair
  2. Preposition: through
  3. Strengthening the use of complex sentences
  4. Strengthening the use of the expletive "there"

- NOTES:**
1. The complex sentences are underlined in case further practice is needed.
  2. The teacher can ask questions to vary practice in using the sentences:  
"What does the story explain?"  
"What does the spider tell the people?"  
"Where does a spider like to walk?" (etc.)
  3. Each child says whose hair he likes and why:  
"I like Brenda's hair because it's curly."
  4. Can You Do It?: One child asks another if he can walk or see "through" something. The reply must be a short and a long answer. If the reply is negative, the child adds what he can walk or see through:  
A: Can you see through the window?  
B: Yes, I can. I can see through the window.  
A: Can you walk through a wall?  
B: No, I can't. But I can walk through a spider web.
  5. Each child tells what he would do if he ever met a ferocious animal face-to-face. Teacher can give the names of the animals:  
T: What would you do if a lion walked into this room?  
C: I would jump into the closet if a lion walked into this room.  
(Ask children to repeat the condition so that they will use complex sentences.)
  6. Each child tells what he could do if he could be something or someone else:  
"If I could be a plane, I could look down from the sky."
  7. Each child tells what he does or should do when he or his pet is sick (has a cold, stomach ache, etc.):  
"When I'm sick, I sleep all day."
  8. A child can pantomime the story to make it more meaningful.

## DIALOGUE:

### An African Tale

There's an African story that many children like to hear. It explains why the spider has a bald head.

In the story, the spider is a greedy fellow. He likes to eat.

One day the spider's helping to plant rice. The smell of beans cooking makes him hungry. He creeps into the house to steal some beans. He puts the hot beans into his hat to carry away. Suddenly many people come in. So he places the hat full of beans on his head. The beans are hot so he hops up and down. He tells people that he's doing the hat-shaking dance.

The beans are so hot the spider finally has to take off his hat. The beans spill on the ground. All the people laugh at the spider.

Now there's no hair on his head. It's as bald as an egg. He's so ashamed that he crawls in the grass. That's why the spider is bald and still likes to walk through grass.

(Adapted from Arkhurst, Joyce C. The Adventures of Spider. Boston: Little, Brown & Company, 1964.)

## EXTRA MATERIAL:

### On An Island (Tune: "Clementine")

On an island, in a valley  
In a farmhouse far away  
Lives a farmer and his daughter  
And I often hear him say:

"Oh, my daughter, oh my daughter  
Oh my daughter, Clementine.  
If you ever leave this island  
I will miss you, Clementine."

In a ship, on the water  
Clementine now sails away  
As she sails upon the ocean  
We can hear her softly say:

"Oh my father, oh my father  
I'm so sorry I can't stay  
I'm going off to see the city  
I'll come back again some day."

(From: Bender, Byron and Gregory J. Trifonovitch.

A Manual for Teachers of English in the Trust Territory of the Pacific Islands, Department of Education, Trust Territory of the Pacific Islands, August, 1965.)

2. "The Tree in the Wood", Oberndorfer, Anne Faulkner. The New American Song Book. Chicago: Hall & McCreary Company, 1933-1941, p. 116.

("Grass" may be substituted for "leaves" and the superlative for each verse could be different: branch-thickest, nest-biggest, egg-roundest, yolk-yellowest, bird-daintiest, wing-prettiest, feather-fluffiest.)

### EXERCISES:

1. The grass grows fast.  
needs water.  
tickles my feet.  
hides the bugs.
2. There's a lot of grass in the lawn.  
park.  
playground.  
golf course.
3. Grass is food for grasshoppers.  
beetles.  
goats.  
sheep.  
cows.
4. The grass around our house is tall.  
dry.  
green.  
pretty.  
full of weeds.
5. He's mowing the grass.  
cutting  
planting  
watering  
running on  
rolling on
6. Her hair is brown. Mine is black.  
His curly. straight.  
long. short.  
shiny. dull.

7. Some children have red hair.  
 blond  
 curly  
 wavy
8. Her hair is curlier than mine.  
 thicker  
 longer  
 darker  
 shorter
9. My hair is messy. I have to comb it.  
 dirty. wash  
 tangled. brush  
 long. cut  
 straight. curl
10. The neighbor's dog dashed through the garden.  
 Our cat garage.  
 My house.  
 A flowers.
11. We're making believe we're taking a bus trip.  
 Now we're going through a tunnel.  
 fern forest.  
 ghost town.  
 papaya farm.  
 bakery.
12. He walked through the bushes.  
 galloped tall grass.  
 tiptoed house.  
 sneaked park.  
 It scampered field.  
 darted hole in the fence.
13. A boy poked his head through the window.  
 dog bushes.  
 chick eggshell.  
 bird cage.
14. I can't see through this window.  
 your glasses.  
 these binoculars.
15. The dog jumped through the hula hoop.  
 Brenda  
 The clown  
 My brother
16. We won't start until you come.  
 I play  
 watch TV  
 go fishing

17. A:  
Don't forget to buy potatoes when you go to the store.  
milk  
bread  
carrots  
cereal  
rice  
lettuce
- B:  
No, I won't.
18. (Setting: "Where's (Name)?")  
I think he's not coming to school.  
she's hiding under the table.  
going to the office.  
still playing outside.
- 19a. I brush my teeth before I go to bed.  
take a bath  
feed my dog  
say my prayers  
play with my brother  
sister
- 19b. (Same idea expressed another way):  
I go to bed after I brush my teeth.  
take a bath.  
feed my dog.  
say my prayers.  
play with my brother.
20. A: Do you want to see the toy I got for my birthday?  
dog  
game  
bike  
sweater
- B: Yes, I do.  
Not now, but later.
21. He saw a bicycle that he wanted.  
found  
got  
showed us  
pointed to  
told us about
22. They thought they heard the school bell.  
fire alarm.  
tidal wave warning.  
ship's horn.  
recess bell.

23. It rained while we were at the store.  
park.  
beach.
24. There are some people sitting in the restaurant.  
buying tickets.  
picking up suitcases.  
standing at the gate.  
getting on the plane.  
watching the game.
25. There's a man selling tickets.  
taking tickets at the gate.  
waving to the pilot.  
driving a truck.
26. There's a plane taking off.  
landing.  
loading.  
waiting to take off.  
big jet coming in.
- 27a. There's a new boy in our class.  
bee on your head.  
guava on the ground.  
hole in your shoe.  
surprise for you.
- 27b. There are many boys in our class.  
bees on that tree.  
guavas on the ground.  
children at our school.  
people at the shopping center.

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Grade Three			
LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced	Typical Sentences from the Lesson	
	General Target	Specific Target	
Ia	Nominative pronouns  Linking verbs Determiners Lexical item	I, he, she, it, we, they, you am, is, are (contracted) a, the like	Hello, I'm a new boy here. She's a third grade teacher. They're lucky. I like this school. She's the other third grade teacher.
Ib	Determiner	an	He's an excellent pitcher.
IIa	Interrogative linking Affirmative predicate substitute Noun substitute Objective pronouns Prepositions Lexical item	Is _____?  mine you, it, me at, in, for, with have	Is it for you? Yes, it is. Is it really mine? Let's build a treehouse with it. The hammer's too heavy for me. I have an old metal sheet at my house. Let's build it in the mango tree.
IIb	Objective pronouns Interrogative linking Negative linking Negative predicate substitute Noun substitute	him, her, them Are _____?  three	Patty's not with him. Jim, please call her right away for me. I need them. Are Jim and Patty in the house? No, they're not. I need you three.
IIc	Objective pronoun Preposition Interrogative linking	us to Am I _____?	They chase us. Hold on to my waist. Am I your partner?
IIIa	Affirmative declarative present progressive		He's watching the fort from the ship.

Grade Three			
LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
IIIa	Prepositions	on, from, over	Francis Scott Key's on a ship. It's flying over the fort.
IIIb	Preposition Interrogative present progressive Affirmative predicate substitute	into  Is _____?	The man's loading your suitcase into the jet. Is your plane flying directly to Los Angeles? Yes, it is.
IIIc	Interrogative present progressive Negative declarative present progressive Infinitive Negative predicate substitute Noun substitute	Are _____?	Are you studying now? No, I'm not. We aren't going to miss much at the park.
IVa	Prepositions Noun determiner Noun plurals Strengthening the use of linking verbs in the declarative and in- terrogative forms	much like, of each /-z, -s, -əz/ endings	A bone's like a board in a house. This brain's sending messages to all parts of your body all the time. Each muscle is strong and springy. Our bodies are wonderful machines.
IVb	Interrogative "did" Declarative "did" (negative) Noun determiner	another	Did you understand that part about bad wires causing fires? I didn't know about the different causes of fires.

Grade Three LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced	Typical Sentences from the Lesson	
	General Target	Specific Target	
IVb	Possessive pronoun Prepositions Lexical item	their about, under ask	
IVc	Past tense Irregular past Predicate substitute "did-didn't" Lexical items Strengthening the use of interrogative "did"	/-t, -d/ endings went, was, were  want to, stay	
IVd	Past tense Irregular past Noun determiner Noun substitute Preposition	/-ed/ ending read a lot of two by	
Va	Interrogative "do-does" Predicate substitute "do-does" ("not" contracted) Negative declarative "do-does" ("not" contracted) Irregular past	Does your little brother like nursery school now? No, I don't. Yes, he does. He doesn't cry every morning any more. I had to sit in the classroom with him.	

Grade Three			
LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
Vb	Lexical item Third person singular present tense	also  /-z, -s, -ɪz/ endings	I sometimes forget also. He shares his things and takes his turn. He uses good table manners.
Vc	Affirmative declarative "do-does" Negative interrogative "do-does" Noun substitute Preposition Lexical item Strengthening the use of the third person singular present tense	    one around tell	But to his great surprise, he does find something there. Doesn't he think that one golden egg a day is enough? One of solid gold. They dance around the kitchen. He rushes into the house and tells his wife about the egg.
VIa	Modals: a. May (to ask permission) - interrogative, predicate substitute b. Can - interrogative, predicate substitute, affirmative and negative declarative c. Will - affirmative declarative Irregular past		May I go with you? Yes, you may. Can you swim? No, I can't. I can swim pretty well. I can't go this week. I'll be glad to help you. I took swimming lessons.

Grade Three			
LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced	Typical Sentences from the Lesson	
	General Target	Specific Target	
V1b	<p>Modals:</p> <p>a. Will - negative declarative ("not" contracted), interrogative, predicate substitute</p> <p>b. Shall - interrogative (with first person pronoun)</p> <p>Noun determiners</p> <p>Preposition</p>	<p>kinds of, any, many during</p>	<p>We won't have any homes on this street.</p> <p>No, I won't.</p> <p>Will you let us work on it during recess?</p> <p>Shall we put some stores on this street?</p> <p>We'll put in different kinds of stores.</p> <p>We won't have any homes on this street.</p> <p>It will have many different kinds of buildings and streets.</p>
V1c	<p>Modals:</p> <p>a. Would - interrogative, predicate substitute, affirmative and negative declarative</p> <p>b. Could - interrogative, predicate substitute, affirmative and negative declarative</p> <p>Irregular plural</p>	<p>people</p>	<p>Would you like to hear about these workers?</p> <p>Yes, we would.</p> <p>I'd like to watch them work.</p> <p>We wouldn't be able to have homes without these helpers.</p> <p>Could you name other workers?</p> <p>No, we couldn't.</p> <p>Each man could do many different things.</p> <p>We couldn't build a house without a plumber.</p>

Grade Three				
LESSONS AND THE SEQUENCE OF TARGETS				
Lesson number	New Targets Introduced		Typical Sentences from the Lesson	
	General Target	Specific Target		
VIc	Noun determiners	those, these without	Those people are important workers.	
VIId	Preposition			
	Modals: a. Ought to - affirmative declarative b. Might - affirmative and negative declarative, predicate substitute c. May (to express possibility) - affirmative and negative declarative, predicate substitute		I ought to clean your cage right away. I might/may not be able to do it later. I might, too. I might swim tomorrow. She might/may run away. But they might/may not.	
VIe	Modals: a. Should - interrogative, predicate substitute, affirmative and negative declarative b. Must - affirmative and negative declarative Irregular plural Irregular third person singular	children has	Should he report naughty children to the principal? Yes, he should. He should explain the rules to them. But he shouldn't be rough with little children. He must obey school rules. He mustn't be mean. A J. P. O. certainly has an important job.	

Grade Three			
LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
VI	Objective pronoun	them (referring to inanimate objects)	Don't ignore them. His aunt gave it to him for his birthday.
	Negative imperative		
	Irregular past	gave	
VIIa	Mass nouns	food, meat, rice, milk, water	How much food should we bring to the picnic? Rice tastes good with meat. Milk is good for grownups too. I always have a glass of water with my meal. Let's have several pots of rice. What kind of food are you going to serve me at the picnic?
	Noun determiners	several, kind of, much	
VIIb	Noun possessive Irregular verbs Noun determiner	/-s, -z/ endings lost, found whose	That blue one is Derek's. That red one is Larna's. I lost a brown sweater yesterday. We found a blue and a red sweater. Whose sweater is this?
VIIc	Noun possessive Irregular verb Reflexive pronoun Mass nouns Noun determiner Strengthening the use of modals	/-z/ ending fell himself rain, weather, help, shelter, protection lots of	We're near James' house. Michael fell down. Oh, he just picked himself up. The dark cloud's bringing lots of rain. The weather isn't good today. Do you need some help with your wet things?

Grade Three			
LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced		Typical Sentences from the Lesson
	General Target	Specific Target	
VIIc			But they need shelter also. They need protection from different kinds of weather.
VIIIa	Comparative-superlative suffixes Irregular comparative-superlative Mass noun	-er, -est better, best sound	Some jets can travel faster than sound. What is the fastest way to travel today? For some people, traveling by boat is a better way. Is going by jet the best way to travel?
VIIIb	Mass nouns Irregular past Irregular plural Reflexive pronoun Noun determining the use of comparative-superlative suffixes "-er, -est"	cement, limestone, clay, rock, sand, concrete, lumber, gravel saw men themselves a few	Limestone and clay make up cement. To make concrete, the builder must mix cement sand or gravel, and water. I saw a concrete mixer at work yesterday. Men smooth out the freshly-poured concrete. People use different kinds of materials in building shelters for themselves. We see quite a few concrete buildings in Hilo.

Grade Three				
LESSONS AND THE SEQUENCE OF TARGETS				
Lesson number	New Targets Introduced		Typical Sentences from the Lesson	
	General Target	Specific Target		
IXa	Comparative-superlative with "more-most" Mass nouns	information, fun	His stories are more fantastic than John's. The most helpful book was a science book. They give us much information. Some books are just fun to read.	
IXb	Irregular plural Irregular past Strengthening the use of the comparative-superlative with "more-most"	teeth told	Human beings have two sets of teeth. He told me to come back in six months.	
Xa	Past progressive Expletive Preposition Irregular past Mass noun Reflexive pronoun	it after forgot time myself	Jon's father was painting the garage by himself that morning. It was nice of you to think of me. Derek went home after lunch. We started to help his father and forgot to watch the time.	
Xb	Irregular plural Strengthening the use of the expletive "it" and the use of the past progressive	scissors	Scissors are to cut with, not to tear with.	
XIa	Expletive Prepositions Mass noun	there onto, up work	There are simple machines. Three men wouldn't be able to load an 800-pound piano onto a	

Grade Three LESSONS AND THE SEQUENCE OF TARGETS			
Lesson number	New Targets Introduced	Typical Sentences from the Lesson	
	General Target	Specific Target	
XIa			truck by themselves. They can push it up a ramp. This will make their work easier.
XIb	Preposition Reflexive pronoun Strengthening the use of the expletive "there"	near yourself	No, I live near town. Weren't you scared to go by yourself?
XIIa	Tag questions Mass nouns Irregular plurals Irregular past	wool, hair sheep, clothes came	The people at the mill clean and comb out the wool, don't they? Sheep grow wool the same way your dog or cat grows hair. Some of you may have other woolen clothes. It came from a sheep.
XIIIa	Complex sentences Mass nouns	sight, paper, smell, candy, taste, touch	When I smell food, or burning paper, or a gardenia, I'm using my sense of smell. When I taste a lemon or a bar of candy, I'm using my sense of taste.
XIIIb	Mass nouns Strengthening the use of complex sentences Strengthening the use of the irregular past "told"	sleep, posture	Good posture means standing and sitting up straight. Is sleep important?

## LESSON 1a - Grade 3

- TARGETS:**
1. Nominative pronouns: I, he, she, it, we, they, you
  2. Linking verbs: am, is, are (contracted)
  3. Determiners: a, the
  4. Lexical item: like

- NOTES:**
1. Substitute names of children.
  2. Pronunciation of "the": Because the choice of the vowel sound in this word, /i/ or /ə/, is determined by whether the word that follows begins with a vowel sound or a consonant sound, be sure to group the items chosen into those words that begin with the vowel sound and those that begin with a consonant sound. Once the students have gotten the conditioning pattern, use the determiner with words beginning with vowel and with consonant sounds.  
Examples:  
/ði/:    the apple                    the elephant            the orange  
/ðə/:    the green apple            the monkey            the bird
  3. Children can play a guessing game. First child describes a person or thing by saying, "It's fat and bumpy," etc. The second child guesses what it is, using a declarative sentence such as, "It's a toad." Or, the first child pretends he's another person or an object by saying, "I'm fat and bumpy." The second child guesses, "You're a toad." In either case the first child can reply to the second by saying, "You're right," or "You're wrong."
  4. Show a picture of a person or a thing. Have children describe the picture or thing.
  5. Substitute names in exercise #2. Example: "Mr. Kawate's a custodian. He's the Keaukaha School custodian."
  6. Have children talk to each other in exercise #2:  
A: That's a new book.  
B: Yes, that's the science book.
  7. Use your discretion in the use of contractions. If the children have difficulty contracting, use the uncontracted form until they feel very comfortable, then attempt it again.
  8. Each child tells what his father's, mother's, or other relative's occupation is: "My father's a tour bus driver."

## DIALOGUE:

### Part 1 - A New Boy

- A: Hello, I'm a new boy here. My name's \_\_\_\_\_.
- B: Hi, my name's \_\_\_\_\_. I'm a third grader. Mrs. Kubota's my teacher. She's a third grade teacher.
- A: Mrs. Yamanaka's my teacher. I'm a third grader, too.
- B: She's the other third grade teacher.
- A: My brother and sister are new here, too. He's a second grader and she's a first grader. We're all new here.
- B: They're lucky. Mrs. Chow's the second grade teacher and Mrs. Nishimoto's the first grade teacher. Mrs. Nishimoto and Mrs. Chow are very friendly. They're very helpful.
- A: You're friendly and helpful, too. I like this school. It's really nice.

### Part 2 - A New Girl

- A: Hi, (Name). This is my friend (Name). She's new here. She's a third grader.
- B: I'm a third grader, too. My name's \_\_\_\_\_. Come and see our school. We like this school. We're happy here. Keaukaha's a very nice school. This is our cafeteria.
- C: Oh, it's big.
- B: That's Mrs. Cook and there's Mrs. Okimoto. They're very busy every day. They cook and clean up. The other woman is Mrs. Shiraishi. She's a helper, too.
- A: That's the office. The principal's there. The secretary and her aides are there, too. Our principal's Mr. Hirano. Mrs. Yanagi's the school secretary. That man's Mr. Kawate. He's the custodian.
- B: This is the third grade classroom. We have the same teacher. This is our room.
- C: Oh, it's a big room. It's so pleasant. You're right. Keaukaha's a very nice school. You're so friendly.

## EXERCISES:

1. You're lucky.  
They're happy.  
We're sad.  
I'm (etc.)  
He's/John's  
She's  
It's  
Bill and Mary are

2. She's the Keaukaha School secretary.  
a teacher.  
the first grade teacher.  
a secretary.  
a cafeteria manager.  
the other first grade teacher.  
He's the Keaukaha School cafeteria manager.  
the Keaukaha School custodian.  
a policeman.  
a custodian.  
the police captain.  
a fireman.  
the fire chief.  
I'm a third grader.  
the new boy.  
the new girl.  
That's a new book.  
the science book.  
This is a nice room.  
the third grade room.  
a large building.  
the Keaukaha School building.
3. (Name) and (Name) are very lucky.  
friendly.  
smart.  
helpful.  
selfish.  
unfriendly.
4. My sister's (is) a naughty girl.  
brother's boy.  
dog's pet.  
kitten's pet.
5. I like Keaukaha School.  
my new doll.  
glove.  
wagon.  
kite.  
that fireman.  
policeman.  
color.  
chair.  
room.

## LESSON 1b - Grade 3

TARGETS: 1. Determiner: an

- NOTES:
1. Substitute names of children.
  2. Teacher gives a noun. Children use it with the right determiner: "a/an" (owl, egg, Easter basket, basket, animal, airplane, tree, book, etc.)
  3. Have children tell what occupations different people have. For example: "My sister's a waitress."
  4. Teacher and children talk about different people or things in the manner of exercise #2 in Lesson 1a.
  5. Have pictures from magazines and catalogues of single objects and animals. Have a basket or box for "a" and another for "an". Have two teams. Each child gets a chance to pick out a picture and deposit it in the right basket, using the proper determiner: "a ball". A point is given for each right response. The team with the most points wins.

### DIALOGUE:

#### Part 1 - Baseball

- A: That boy's a baseball player. He's an excellent pitcher.  
B: The other boy's pretty good, too. He's our catcher.  
A: Mr. Silva's our coach. He's that man there.  
B: He's so big.  
A: He's a good coach. He's a good baseball teacher. Our team's really great. We have a winning team every year.  
B: Yes, I know. I watch the team play every game. Every player is good.  
A: Yes, they play well together. They're a real team.

#### Part 2 - An Electrician

- My brother's a hard worker.  
He's an electrician.  
He's a good electrician.  
My uncle's an electrician, too.  
They work together.  
They do a good job.  
They sometimes wire a new house.  
Sometimes they repair an old broken switch. And sometimes they fix a stove or a refrigerator.  
An electrician's an important man.

My uncle and my brother keep our house safe.  
They're always busy.

### EXERCISES:

1. He's a new boy.  
J. P. O.  
good baseball player.  
new teacher.  
smart boy.  
big boy.
2. This is an extra chair.  
awful mess.  
ugly toad.  
old dog.  
arithmetic book.  
old spelling book.  
English workbook.  
easy spelling test.  
exciting story.
3. It's a/an old story.                      It's a/an apple.  
story.    envelope.  
awful story.                                      mess.  
old box.     box.  
spelling test.                                   easy spelling test.  
hard test.                                        awful test.  
toad.    angry toad.  
big box.     chair.  
old chair.                                        big chair.  
extra chair.                                      ugly chair.  
science book.                                   arithmetic book.  
orange.     big orange.  
orange cat.                                       green apple.
4. She's a/an witch.  
old witch.  
young witch.  
mean witch.  
kind witch.  
ugly witch.  
beautiful witch.  
sad witch.  
angry witch.  
elegant witch.

## LESSON IIa - Grade 3

- TARGETS:**
1. Interrogative linking: "Is \_\_\_\_\_?"
  2. Affirmative predicate substitute
  3. Noun substitute: mine
  4. Objective pronouns: you, it, me
  5. Prepositions: at, in, for, with
  6. Lexical item: have

- NOTES:**
1. Substitute names of children.
  2. Children can ask each other questions beginning with "Is". They can be serious or silly questions:  
A: Is your brother tall?  
B: Is that your purple cow?
  3. Let each child give a direction using prepositions "at, in, for, with":  
A: Throw the ball at the tree.  
B: Come with me.
  4. Using "mine":
    - a. Teacher asks each child about an item of clothing or another belonging:  
A: Whose dress is that?  
B: It's mine.
    - b. Teacher asks each child to make believe he has the item the teacher names and describes it using "mine":  
T: ...sweater  
C: Mine is fuzzy and red.

### DIALOGUE:

#### Part 1 - A Tree House

- A: Hey, look at that big board in your backyard. Is it for you?  
B: Yes, it's mine.  
A: Let's build a treehouse with it.  
B: Okay. That's a good idea. Let's build it in the mango tree.  
A: Is the tree strong enough?  
B: Yes, it is. It's high enough, too. I have a hammer and a saw.  
You start sawing the board.  
A: And you hammer. The hammer's too heavy for me.  
B: All right. We need a metal sheet for our roof.  
A: I have an old metal sheet at my house. Let's use that for our roof.

#### Part 2 - A Surprise

- A: Hi, son. Is mother at home?  
B: Hi, Dad. No. She's at the store.

A: Come with me. I have a surprise for you.  
 B: Oh boy. A surprise. Is it a present?  
 A: Yes, it is. It's your present for helping me last week.  
 B: Where is it?  
 A: It's in the garage.  
 B: Oh, boy. Let's hurry.  
 A: Here it is.  
 B: Gosh. What a neat bicycle. Is it really mine?  
 A: Yes, it is. It's for you. Try riding it.  
 B: Thank you. I'm so happy.  
 A: Is it okay?  
 B: Yes, it is. I like it.

### EXERCISES:

1. Is this tree strong enough?  
 that box large enough?  
 present for me?  
 story long enough?  
 mine?  
 book for my brother?  
 song easy enough?  
 ball big enough?  
 class quiet enough?  
 apple good?  
 slide slippery?  
 game interesting?  
 box mine?
2. Is the teacher here?  
 Mother at home?  
 Dad at home?  
 (Name) here?  
 the principal in the office?  
 the dog with your sister?  
 your brother with Mother?  
 (Name) at school?  
 (Name) with you?
3. Answer the questions in #1 and #2 in the affirmative with a predicate substitute:  
 A: Is this tree strong enough?  
 B: Yes, it is.

4.           A:  
Is     this     present     for you?  
       that     box  
                book  
                toy  
                dress
- B:  
Yes, it's mine.  
Yes, it is.
5.           A:  
Is     this     sweater     mine?  
       that     chair  
                book  
                seat  
                shirt  
                ball
- B:  
Yes, it is.  
Yes, it's yours.
6.     Please     help me with     it.  
                look at  
                look for  
                carry this book for     me.  
                hold this box for  
                look at  
                walk with  
                eat with
7.     This     book's             for you.  
                sweater's  
                bicycle's  
                truck's  
                dog's  
                turtle's
8.     Please     come             with me.  
                talk  
                play  
                stay  
                sing  
                skip
9.           A:  
Where is the     ball?  
                    airplane?  
                    truck?  
                    book?  
                    puzzle?
- B:  
I have it here.
10. My sister's with my father. They're at the beach.  
store.  
supermarket.  
wharf.  
county fair.

11. Throw something at that mean dog.  
centipede.  
ugly bug.  
mongoose.

12. A:  
Is my truck in the toy box? B:  
puzzle Yes, it is.  
top  
kite  
airplane

13. Something's wrong with the bike. Please fix it for me.  
TV set.  
phonograph.  
pencil sharpener.

14. A:  
Is my dog with you? B:  
sister No.  
friend  
baby brother

15. My brother and I have a new pet.  
bike.  
treehouse.  
game.  
bat.

16. My sister and I have a dollhouse.  
toy stove.  
baking set.  
fluffy kitten.  
pet rabbit.

\* \* \* \* \*

### LESSON Iib - Grade 3

- TARGETS:
1. Objective pronouns: him, her, them
  2. Interrogative linking: "Are \_\_\_\_\_?"
  3. Negative linking
  4. Negative predicate substitute
  5. Noun substitute: three

- NOTES:
1. Substitute other names.
  2. Children ask serious and silly questions beginning with "Are": "Are you a donkey?" The person asked gives a complete answer in the negative. Another child gives a short answer: "I'm not a donkey." "No, I'm not."

3. Teacher gives a sentence with nouns in the object position. Children substitute with pronouns:  
 T: I see John.  
 C: I see him too.  
 T: I walk with John and Mary.  
 C: I walk with them too.
4. Blindfold Game: Have a shopping bag or a box containing various items (toys, etc.). One child at a time is blindfolded and gets a chance to pull out an item. He has three guesses and must use all three by using the first two to tell what it's not: "It isn't a ball. It isn't a pen. It's a pencil."
5. One child can say that an object from the collection used for #4 is "for" someone. The second child can repeat the same sentence substituting the pronoun:  
 A: This ball is for Tom.  
 B: This ball is for him.

#### DIALOGUE:

##### Helping Father

Father: Are Jim and Patty in the house?  
 Darren: No, they're not. Why?  
 Father: I need them. Are you busy?  
 Darren: No, I'm not.  
 Father: Are they somewhere together?  
 Darren: Yes, they are. They're at the park.  
 Father: Then please call them for me.  
 Darren: All right. Wait. I see Jim.  
 Father: Is he with Patty?  
 Darren: No, he's alone. Patty's not with him. Where's Patty, Jim?  
 Is she still at the park?  
 Jim: Yes, she is.  
 Father: Jim, please call her right away for me. I need you three.  
 I have a job for you.

#### EXERCISES:

1. Are you    busy?  
               ready?  
               hungry?  
               sleepy?  
               all right?

2. Are (Name), (Name), and (Name) in the house?  
     they with you?  
     the three here?  
             thirsty?  
             ready?
3. Are we ready?  
     through?  
     lost?  
     late?  
     early?
4. Is he with John?  
     she at the store?  
         in the house?  
         ready?
5. Is it good?  
     hot enough?  
     cold enough?  
     ready?
6. Is he at school?  
     Are (Name) and (Name) at the park?  
     she at the beach?  
     you in the house?  
     (Name) with mother?  
     they hungry?  
     the three thirsty?  
             tired?
7. A: Are (Name) and (Name) in the classroom?  
             at the park?  
             in the house?  
     B: Yes, they're with (Name). The three are busy right now.  
     (Variation):  
     A: Is (Name) in the house?  
     B: Yes, he/she is with (Name) and (Name).
8. Please carry this package for him.  
     hold her.  
     take them.  
             me.  
             (Name).  
             (Name) and (Name).
9. A:  
     Are you busy?  
             tired?  
             scared?  
             nine years old?
- B:  
     No, I'm not.  
     Yes, I am.

- |  |   |
|--|---|
| <p>10. <u>A:</u><br/>Are mother and father with sister?<br/>they at the store?</p> <p>11. <u>A:</u><br/>Are we brave enough?<br/>tough</p> <p>12. <u>A:</u><br/>Is he/she here?<br/>sick?</p> <p>13. <u>A:</u><br/>Is it good?<br/>ready?</p> <p>14. Have children answer questions in #1-5 in either affirmative or negative.</p> <p>15. Go with them.<br/>Play him.<br/>Sit her.</p> <p>16. <u>A:</u><br/>I need a pencil.</p> | <p><u>B:</u><br/>No, they're not.<br/>No, they aren't.</p> <p><u>B:</u><br/>No, you're not.<br/>No, you aren't.</p> <p><u>B:</u><br/>No, he's/she's not.<br/>No, he/she isn't.</p> <p><u>B:</u><br/>No, it's not.<br/>No, it isn't.</p> <p><u>B:</u><br/>I have three. (Repeat each time.)<br/>Take my yellow pencil.<br/>red crayon.<br/>blue cushion.<br/>plastic ruler.<br/>soft eraser.<br/>black umbrella.</p> |
|--|---|

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## LESSON IIc - Grade 3

- TARGETS:**
1. Objective pronoun: us
  2. Preposition: to
  3. Interrogative linking: "Am I \_\_\_\_\_?"

- NOTES:**
1. Substitute names of children. When introducing lesson, stress the point that three children are talking together rather than the usual two.
  2. Use puppets to identify different or dramatic characters.
  3. Children ask questions starting with, "Am I . . . ?"  
Others answer.
  4. Let each child give an order to another child using the preposition "to" or pronoun "us":  
A: Go to the door and turn around twice.  
B: Give us the red book.
  5. A Game: Teacher pins a sign on a child's back. It tells

what the child is. Only the class sees it. Child has five guesses: "Am I . . . ?" Class answers each time: "No, you're not. /you aren't." or "Yes, you are." If child guesses right, he/she picks the next child. (apple, bear, airplane, book, chair, etc.)

## DIALOGUE:

### Part 1 - A Tag Game

A: Let's play a game.

B: I know a game. It's a tag game. We choose a partner and we tag the other person.

C: Am I your partner?

A: Yes, you are. Hold on to my waist.

C: Are we first?

A: No, we're not first. (Name) and (Name) are. They chase us. Then we chase them.

B: Are you ready? We are.

C: Give us a headstart.

B: Ready or not, here we come.

### Part 2 - A New Boy at School

Gabriel and Derek are ready for school. They wait for a friend at his house. This is the first day at Keaukaha School for this boy. His name's John.

John: Are we late for school?

Gabriel: No, we're not.

John: I'm not quite ready.

Derek: (Name) and (Name) aren't here yet. They walk to school with us every day. Let's wait for them.

John: Yes, let's. Am I neat enough for my first day at a new school?

Gabriel: Yes, you are. Are you nervous?

John: No, I'm not.

Derek: I see (Name) and (Name). They see us. Are we ready? Let's meet them at the corner.

John and Gabriel: That's a good idea.

## EXERCISES:

1.

A:  
Am I your partner?  
"it"?  
next?  
first?

B:  
Yes, you are.  
No, you're not.  
No, you aren't.

Am I last?  
the monitor?  
the leader?

- 2a. Please listen to us.  
talk me.  
sing her.  
read him.  
them.

(Change preposition "to" to "with". Have children act out both meanings so that they understand the difference.)

- 2b. Pass the ball to us.  
Toss me.  
Throw her.  
Pitch him.  
Kick them.  
Hit

(For "b", change preposition "to" to "for". Have children pantomime action for both uses after each command is given so that the difference in meaning is made clear.)

3. Watch us play.  
swim.  
run.  
paint.  
draw.
4. Walk with us to the store.  
Ride beach.  
park.  
gym.  
corner.
5. Meet us at the movie.  
corner.  
zoo.  
park.  
school.

6. A:  
Am I in the right box?  
at the right spot?  
late?  
early?  
right?  
wrong?

B:  
Yes, you are.  
No, you're not.  
No, you aren't.

7. Please take us to the    zoo.  
                                 beach.  
                                 fair.  
                                 park.  
                                 supermarket.  
                                 movie.

8.	<u>A:</u>		<u>B:</u>
	Am I too late for	school?	No, you're not.
		a swim?	Yes, you are.
		the game?	
		the movie?	
		the puppet show?	
		the play?	

## LESSON IIIa - Grade 3

- TARGETS:**
1. Affirmative declarative present progressive
  2. Prepositions: on, from, over

- NOTES:**
1. Have children describe what others are doing or acting out.
  2. Game - Obstacle Course: Have various obstacles on the floor (a ball, a small chair, a cutout circle, etc.). The child chosen gives the order to another child as to what obstacle course to run using prepositions "over, on, from, to": "Jump over the box."
  3. Show pictures. Ask children to tell what's happening in each picture.
  4. Game: One child chosen to stand before the class. Everyone in the class is asked to do something. The child standing before the class looks at the class for three seconds, then closes his eyes tight. Class members continue their actions without changing. Child tries to recall what different children are doing. Teacher keeps scores. Child with the highest number of correct guesses is the winner:  
A: Roy's tapping the table.  
B: Bernard's whistling.

### DIALOGUE:

#### Our National Anthem

The day's warm. The class is working outside. The teacher's reading a patriotic story.

#### TEACHER:

The date is September 14th. Francis Scott Key's writing a song. The song's the Star Spangled Banner. He's remembering a scene. This scene's Fort McHenry.

Francis Scott Key's on a ship. He's watching the fort from the ship. He's watching an American flag. It's flying over the fort and waving proudly. A bomb's bursting here. A bomb's bursting there. Early next morning the flag's still waving.

Francis Scott Key's painting a word picture. Today we're still singing his song. It's our national anthem.

## EXERCISES:

1. He's playing a tune.  
It's pulling a wagon.  
We're playing with a ball.  
eating an apple.  
carrying a load.  
jumping over a chair.
2. We're running from the tree to the post.  
He's skipping  
hopping  
crawling  
rolling  
jumping  
swinging
3. They're from Kona.  
We're Honolulu.  
He's Maui.  
She's Kohala.  
the mainland.
4. They're putting the book on the sofa.  
He's toy table.  
She's box floor.  
chair.  
shelf.
5. The cat's on the roof. Please get it for me.  
ball's in the tree. " "  
kite's " "  
airplane's " "
6. We're jumping over a chair.  
He's stepping the crack.  
the big rock.  
the wall.  
my shoe.
7. He's coming home from Honolulu.  
the beach.  
the park.  
the playground.  
Kona.
8. You're putting the chair in the wrong place.  
pencil  
box  
book

9. You're pointing at the wrong picture.  
       sitting place.  
       eating table.  
       looking page.
10. The jet's flying from California to Honolulu.  
       going Honolulu Samoa.  
               Honolulu Kona.  
               the mainland Hawaii.
11. The jet's flying over the park now.  
       school  
       city  
       crater  
       volcano  
               Mauna Kea
12. I'm taking the ball from Jim and giving it to Tom.  
       cap  
       bat  
       chair  
       book  
       airplane  
       magazine

\* \* \* \* \*

### LESSON IIIb - Grade 3

- TARGETS:**
1. Preposition: into
  2. Interrogative present progressive: "Is \_\_\_\_\_?"
  3. Affirmative predicate substitute

- NOTES:**
1. Children can take parts.
  2. Have children make up a short story and tell it in the present progressive.
  3. Have groups of children make up short skits. Children within the groups take turns narrating in the present progressive the action of the others.
  4. Show pictures of action going on. Let each child ask a question about what's happening. Second child gives an affirmative short answer:  
       A: Is the boy walking?  
       B: Yes, he is.
  5. Parts 2 and 3 may be used according to teacher's discretion. Children can act as newscasters.
  6. Variation of game "Freeze": Have someone "freeze". Another child asks a third person about the "frozen"

one, using the interrogative present progressive.

Third child gives an answer:

A: Is he holding a pencil?

B: Yes, he is.

7. A Walkie-Talkie Game: Two children make believe that they have walkie-talkies. One child is "spying" on another person and reporting this person's movements to his accomplice. Teacher can choose a child to be the person watched and he goes through various actions.

A: What's the subject doing?

B: He's getting into his car.

A: Is he starting his car?

B: No. He's just sitting.

8. Pantomiming: One child is blindfolded. Another child is chosen to pantomime. Blindfolded child tries to guess what the other child is doing using the interrogative present progressive. The teacher can choose a category to make pantomiming and guessing easier. "Housework." Class answers, "You're right." or "You're wrong."

## DIALOGUE:

### Part 1 - The First Jet Ride

Jon's taking his first trip on a jet. He's going to Los Angeles on a Pan American jet. He's very excited.

Arthur: Is your plane flying directly to Los Angeles?

Jon: Yes, it is. It's coming from Honolulu. We get on. Then it's flying directly from Hilo to Los Angeles.

Arthur: Is someone else going with you?

Jon: No. I'm going alone. But I have an aunt in Los Angeles. She's meeting me at the airport there.

Arthur: You're very brave. Look. The man's loading your suitcase into the jet. The pilot and stewardess are going into the plane, too.

Jon: The other stewardess and copilot are walking to the plane now. And the man's announcing our gate number. I'm getting nervous.

Arthur: Have a good trip.

Jon: Thank you.

### Part 2 - You Are There

Let's make believe today. You're at Cape Kennedy. You're watching a space ship take off. You're listening in the control room.

Gemini 11 is ready at Cape Kennedy. Astronaut Richard Gordon and Astronaut Charles Conrad are in the space capsule. The man in

the tower's giving the countdown. -10-9-8-7-6-5-4-3-2-1-0.  
Blast Off!

The Titan 2 rocket's lifting the capsule. Is the capsule going into orbit? Everyone's waiting anxiously. Hurrah! It is. Everything's going smoothly. It's circling the earth.

### Part 3 - You Are There

Gemini 11 is circling the earth. The target satellite Agena's already in space.

Gordon and Conrad are getting ready. They're docking the capsule. Gemini 11 and the target satellite are joining. The docking's a success.

The next morning Conrad and the man at the Space Center are talking.

Conrad: Gordon's walking outside now. He's using his camera.  
Oh, oh. He's having trouble. I'm calling him back into the capsule.

Man: Is he coming in?

Conrad: Yes, he is. He's resting in here. I'm signing off now.

### EXERCISES:

1a. I'm moving into town today.

We're walking  
riding  
hitchhiking

1b. Watch out! You're walking into a trap!  
He's mud puddle!  
She's beehive!  
They're tree!  
cobweb!

1c. The cat's sneaking into the house from the back door.  
It's peeking storeroom  
The burglar's tiptoeing store  
He's market

2. Is the cat playing now?  
he eating  
it sleeping  
John running  
jumping  
crying

3. She's wearing a robe.  
I'm sitting in the tub.  
He's cooking the crab.

4.     A:  
           Is the airplane       landing       now?       B:  
                   helicopter     flying                       Yes, it is.  
                   jet               coming down  
                                   taking off
5.   Is your mother going to the store?  
           father               to the meeting?  
           sister               to the shopping center?  
           uncle                to Honolulu?  
           friend               to the beach?
6.     A:  
           Is she taking the dog into the airplane?       B:  
   Yes, she is.  
   building?  
   house?  
   cave?  
   lunchroom?

\* \* \* \* \*

### LESSON IIIc - Grade 3

- TARGETS:**
1. Interrogative present progressive: "Are \_\_\_\_\_?"
  2. Negative declarative present progressive
  3. Infinitive
  4. Negative predicate substitute
  5. Noun substitute: much

- NOTES:**
1. Substitute names of children.
  2. Have children ask each other questions about what they are going to do later. Others answer.
  3. Children tell each other about one thing they're planning to do and one thing they're not planning to do.
  4. Ask someone about the plans of two other people:  
 "Are (Name) and (Name) planning to go to the beach?"

### DIALOGUE:

#### Part 1 - Staying With a Friend

- A: Hi, (Name). Are you studying now?  
 B: No, I'm not. I'm just reading a library book.  
 A: (Name) and I are going to the park to watch the softball practice.  
   They aren't/They're not playing a real game today. Come with us.  
 B: I have to stay at home. No one else is at home.  
 C: Are your father and mother working?

B: Yes, they are and my sister's visiting her friend. They're coming home soon.  
 A: We aren't going to miss much at the park. Let's play in your yard.  
 B: All right. I have a softball. Let's practice catching.  
 C: Good idea.

## Part 2 - A Birthday Party

A: Are you going to the party?  
 B: What party?  
 A: The party for (Name). Her mother's having a birthday party for her.  
 B: Oh, yes, I am. I'm going downtown with (Name) and (Name) to buy a present.  
 A: Are they going to the party, too?  
 B: Yes, they are. We're buying a present together. We haven't much to spend.  
 A: I'm not buying her an expensive present. I'm going to give her a book.  
 B: That's a good idea. She's always reading.  
 A: Are you going to wear your new dress?/shirt?  
 B: No, I'm not. It's too long. My mother's not going to be able to fix it for the party.  
 A: It's a pretty dress./shirt. I like it.  
 B: Thank you.

## EXERCISES:

1.	<u>A:</u>				<u>B:</u>
	Are you	reading	now?		Yes, I am.
		studying			No, I'm not.
	they	eating			Yes, they are.
		working			No, they're not.
		cooking			No, they aren't.
		going	to go now?		(etc.)
			to help her?		
			to go with uncle?		
			to eat here?		
	we		to play with the frog?		
			to give her this fig?		
	Is he		to walk to the store?		
			to salute the flag?		
	she		to look for an egg?		
			to look for a rag?		
	Am I		to dig now?		
			to come back soon?		

2. Are you taking a bath now?  
shower  
swim  
your walk  
pill
3. They aren't going to cry any more.  
to help you any more  
I'm not to be naughty today.  
to dig any more.  
We aren't to beg him.  
to play with her.  
He isn't to the park with them.  
anywhere.  
She isn't to the beach tomorrow.  
to hug her.  
(Name) isn't to the movie tonight.  
to watch the tug.  
(Name) and (Name) aren't to the picnic.  
with them.
4. You're not going to eat yet.  
(etc.) to go  
to start  
to come in
5. Are you having a party?  
they using the rag?  
washing the dog?  
boiling the crab?  
playing tug-of-war?
6. We aren't going to miss much.  
to see  
to hear  
to play  
to swim
7. He isn't playing much. Is he feeling well?  
She saying she all right?  
crying  
reading  
singing  
practicing
8. A: Are you going to the party? B: No, we're not going to the party.  
beach? beach.  
zoo? zoo.  
bakery? bakery.  
puppet show? anywhere.

## LESSON IVa - Grade 3

- TARGETS:**
1. Prepositions: like, of
  2. Noun determiner: each
  3. Noun plurals: /-z, -s, -əz/ endings
  4. Strengthening the use of linking verbs in the declarative and interrogative forms

- NOTES:**
1. The pronunciations of the noun plural endings are determined by the following conditions:  
/-əz/ after stems that end in /s z ʃ ʒ č j/, e.g.,  
classes, watches;  
/-s/ after stems that end in /p t k f θ/, e.g., hops, hits;  
/-z/ after all other stems, viz, those ending in  
/b d g v ð m n ŋ l r/, vowels, and semivowels,  
e.g., bids, goes.
  2. Ask children to name objects -- tell about one, and about several.
  3. Have pictures of singular count noun objects. Let children tell about several of these. Actual objects may also be used.
  4. Ask children to compare things that are similar:  
"A ball's like a balloon."
  5. Ask each other silly questions beginning with:  
"Is/Are \_\_\_\_\_?"  
A: Is Harolene a puppy?  
B: No, she's not. /She isn't a puppy. She's a girl.  
A: Are Derek and Willoughby horses?  
B: No, they're not. /They aren't horses. They're boys.
  6. Have children say what things, people, etc., they are  
"afraid/scared of, ashamed of, proud of, tired of."

## DIALOGUE:

### The Body

What are you? Are you a puppy or a rabbit? Are you a flower or a tree? No, you're not. You're a boy or a girl. You're you. You're not puppies. You're not rabbits. You aren't flowers. You aren't trees. You're boys and girls.

The bones in your body are a frame. Is a bone soft? A bone isn't soft. A bone's like a board in a house. It's strong.

Your muscles hold your bones together. They let you move the bones. Each muscle is strong and springy.

You have a brain in your head. This brain's sending messages to all parts of your body all the time.

You have nerves. They're like tiny wires. They carry messages from your brain to the rest of your body. The messages say, "Get busy, fingers," or "Get busy, legs."  
Our bodies are wonderful machines.

### EXERCISES:

- |    |  |  |
|----|--|--|
| 1. | Are you a student?<br>pilot?<br>mechanic?  | Are they students?<br>pilots?<br>mechanics?                                |
| 2. | We see a top.<br>handkerchief.<br>cot.<br>mistake.   | We see five tops.<br>two handkerchiefs.<br>three cots.<br>two mistakes.    |
| 3. | I want to be a nurse.<br>We nurses.  |  |
| 4. | I see a peach.<br>rose.<br>glass.  | I see three peaches.<br>four roses.<br>six glasses.                        |
| 5. | We need a tub.<br>bag.<br>room.<br>pie.<br>bed.  | We need two tubs.<br>four bags.<br>three rooms.<br>five pies.<br>two beds. |
| 6. | They're like sisters.<br>peaches.<br>twins.<br>doves<br>branches.<br>cakes.<br>crabs.              |  |
| 7. | He's taking eggs.<br>rugs.<br>books.<br>messages.  |  |
| 8. | Each boy is getting a book.<br>student pencil.<br>teacher number.<br>girl seat.<br>nurse<br>person |  |
| 9. | Three of the boys are going.<br>girls swimming.<br>camping.<br>reading.                            |  |

- Three of the horses are brown.  
 ducks white.  
 eggs  
 pencils
10. He isn't sick.  
 She angry.  
 happy.  
 sad.  
 excited.
- (Change above to affirmative: "He's sick.")
11. Each boy is holding a bag of blocks.  
 pebbles.  
 toys.  
 marbles.  
 beads.  
 apples.  
 jacks.  
 oranges.
- 12a. We look like tramps.  
 clowns.  
 hoboes.  
 ducks.  
 nurses.  
 elves.  
 branches.
- 12b. I'm sad. I feel like crying.  
 tired. taking a nap.  
 mad. punching him.  
 happy. singing.  
 dancing.
13. I'm not your friend.  
 partner.  
 slave.  
 helper.  
 sister.
14. That girl's my sister.  
 boy's brother.  
 partner.  
 friend.  
 cousin.  
 helper.  
 classmate.
15. The room's full of termites.  
 desks and chairs.  
 boys and girls.

- The yard's full of slugs.  
 toads.  
 howling dogs.  
 sky's clouds.  
 birds.  
 airplanes.
- 16a. I'm afraid of the sixth graders.  
 scared of big waves.  
 cane trucks.  
 proud of you.  
 ashamed of my fingernails.  
 pets.  
 friends.
- 16b. I'm tired of studying spelling words.  
 We're writing sentences.  
 eating sandwiches.  
 hearing you cry.  
 pulling weeds.

\* \* \* \* \*

#### LESSON IVb - Grade 3

- TARGETS:**
1. Interrogative "did"
  2. Declarative "did" (negative)
  3. Noun determiner: another
  4. Possessive pronoun: their
  5. Prepositions: about, under
  6. Lexical item: ask

- NOTES:**
1. Each child asks another child a question beginning with "did". Second child answers with a simple "yes" or "no".
  2. One child names an object. Second child says he wants or has another of the same:  
 A: ... apple  
 B: I want another apple.
  3. Tell about something that belongs to other people using possessive pronoun "their":  
 A: It's their book.  
 B: Their car is new.
  4. Have book jackets which suggest the books' contents. Let each child tell what each book is about:  
 "That book is about planets."
  5. Missing bean game: Have 3 different containers. Place a bean under one container. Children guess where it is:

- A: Is it under the red cup?  
 B: Yes, it is. / No, it isn't. (Give three guesses.)
6. Underlined words may cause difficulty and teacher may have to discuss these concepts with the children beforehand.
  7. Each child asks another child a "Did you ever . . . ?" question. Answer with simple "Yes" or "No".
  8. Each child tells about something he failed to do this morning or last night: "I didn't fix my bed this morning."
  9. Have children say what they "dream, think, worry about" and are "happy, sad, careful, careless, mad, sorry about."

## DIALOGUE:

### Fire Prevention

The third graders watch a movie on fire prevention. It's an important movie. Two boys talk about it later.

A: Did you like the movie?

B: Yes. Fires are costly and dangerous. I didn't think about that before. Did you learn anything from the movie?

A: I didn't know about the different causes of fires.

B: Did you understand that part about bad wires causing fires?

A: Yes. We have dirty, oily rags under our house. They sometimes cause fires, too.

B: In the movie the rags begin burning. Did you catch the big words for that?

A: Yes. We call this spontaneous combustion.

B: Spon - ta' - ne - ous com - bus' - tion?

A: That's right. Often another cause of fires is boys and girls playing with matches.

B: Let's ask the teacher to talk to the class about causes of fires tomorrow. I'm going to check under our house for dirty, oily rags.

A: Let's ask the boys and girls to check under their houses, too.

## EXERCISES:

1. Did you look under the bed?  
                   search                   house?  
   table?  
   chair?  
                   Did you read about that circus?  
                           hear                   horse?  
   king?  
   earthquake?

2. Did you hear the drums?  
bugles?  
whistles?  
poem?  
footsteps?  
rhythm band?  
pounding?
3. We want another pencil.  
They chair.  
tetherball.  
book.  
chance.  
turn.
4. Ask your mother for another pencil.  
apple.  
crayon.  
cookie.  
nickel.  
dime.
5. Their mother is in the yard.  
father  
brother  
tetherball
6. The boys and girls need their books now.  
sweaters  
pencils  
crayons  
toys  
rulers  
notebooks
7. They talk about airplanes in class every day.  
We dogs  
animals  
pets  
plants  
houses
8. Ask them about their pets.  
trip.  
plans.  
toys.  
baseball team.
- 9a. (Name) and (Name) dream about their trip to Kona.  
think the sugar mill.  
worry the doctor.  
the police station.



CLUES: burn, cook, learn, close, answer, fill, wish,  
laugh, live, study, believe, watch.

4. Teacher uses "go, is, are" in sentences. Ask children to change to the past tense at cues: "yesterday, last week, last summer, " etc.  
T: I go to the zoo every day. ... last summer  
C: I went to the zoo last summer.  
T: I'm hungry. ... last night  
C: I was hungry last night.
5. Use magazine pictures for clues to elicit "did" questions:  
Example: Picture -- Boy swimming.  
A: Did you ever go swimming?  
B: Yes, I did. / No, I didn't.
6. Let each child answer this question:  
"Where did you go yesterday? / last Sunday?" etc.
7. If the children have difficulty pronouncing the final cluster in "went", concentrate practice on exercises 13 and 14 where "went" is followed by a word beginning with a vowel sound.

#### DIALOGUE:

##### Part 1 - The County Fair

- A: Did you go to the County Fair last night?  
B: No, I didn't. Did you go?  
A: Yes, I did. We stayed there about an hour.  
B: Did you ride the Ferris wheel?  
A: No, I didn't. I went to see the main show. It was interesting.  
B: Oh. Did you see the fat lady and the midget?  
A: Yes, I did. They looked funny. They were so different.  
B: Did they act?  
A: No, they didn't. We looked at the exhibits afterwards. I tried to ride the ponies but the line was too long.

##### Part 2 - The Bicycle

- A: Hi, (Name). Did you fix your bicycle yesterday?  
B: No, I didn't. I'm working on it now. We went to visit my uncle in Panaewa yesterday. I played with my cousins. Did you finish your model airplane?  
A: Yes, I did. I finished painting it last night. Where's your big brother?  
B: He was here a short time ago. He helped me take off this wheel. Did you want to see him?  
A: No, I didn't. Let me help you. What's wrong with your bike?  
B: The screws were loose and the brakes didn't work.

## EXERCISES:

1. A: Did you see the cartoons on TV last night?  
eat my cookies?  
take my comic book?  
wash the dishes already?  
finish your lesson?  
help your mother?  
go to the county fair?  
zoo?  
circus?  
beach?  
game?

B: Yes, I did.

No, I didn't. My sister went last night. I'm going tomorrow.

2. A: Were you there?  
hungry?  
tired?  
happy?  
B: Yes, I was..  
No, I wasn't.

3. A: Was your sister with you?  
there?  
happy?  
tired?  
sick?  
scared?  
hungry?  
B: Yes, she was.  
No, she wasn't.

4. The cat was under their house.  
on the roof.  
in the garage.  
with my sister.  
under my bed.  
in the mango tree.

5. The dogs were fierce.  
hungry.  
sleepy.  
restless.  
in the truck.  
pen.  
garage.  
backyard.

6. My brother was angry.  
The boys were hungry.  
The clowns late.

- John                      was      angry.  
 Ann and Jane      were      hungry.  
 My parents                      late.  
 The policeman
7. I    stayed with my              grandmother    last night.  
      played                              friend  
      dreamed about my    auntie  
    cousin  
    uncle
8. I looked at her    pictures.  
                                  books.  
                                  drawings.  
                                  paintings.
9. I    finished              it.  
      fixed  
      stopped  
      chased  
      mixed  
      stretched
10. He carried the    groceries    for me.  
                                  boxes  
                                  books  
                                  blocks  
                                  baskets  
                                  kittens
11. The boy    grabbed    the bicycle.  
                          fixed  
                          stopped  
                          pushed  
                          carried  
                          kicked  
                          moved
12. The rocket              was      ready.  
      The astronauts      were  
      The blast-off      went      well.  
      Everything              was      A.O.K.
13. The ball went over the    catcher.    It was a fly ball.  
    fence.              "              "  
    wall.              "              "  
    bleachers.      "              "
14. The cat went    into the basket.  
                                  around the barrel.  
                                  under the house.  
                                  over the wall.

15. We went to Kona last Sunday.  
                   the zoo  
                   Waimea  
                   the beach  
                   visit my uncle
16. A: Why are you staying in at recess? (Repeat question.)  
       B: I didn't want to go outside.  
                           finish the test.  
                           listen to the J. P. O.  
                           cut my fingernails.  
                           answer the teacher.  
                           get into a fight.

\* \* \* \* \*

#### LESSON IVd - Grade 3

- TARGETS:**
1. Past tense: /-əd/ ending
  2. Irregular past: read
  3. Noun determiner: a lot of
  4. Noun substitute: two
  5. Preposition: by

- NOTES:**
1. Let different children take the roles.
  2. Give the present tense form of a verb with /-t, -d, -əd/ endings. Ask children to use it in the past tense in a sentence.
  3. One child tells about what he reads. Another child uses the same sentence in the past with the use of clues like: "last week, yesterday," etc.
  4. Teacher names a singular count noun. Children use the plural form in a sentence with determiner "a lot of".
  5. Use illustrations of different kinds of cells, or actually examine cells under a microscope.
  6. Ask children to provide answers to these questions. They can make up answers. Ask them to use complete sentences:
    - a. What did the hunter hunt?
    - b. What story did you read?
    - c. What did the lion chase?
    - d. What did the magician show you?
    - e. What did you count?
  7. Variation of "Simon Says": Each child gets a turn to be "It". He can give three commands. He must use the word "by" in his command, and he can order not more

than three people around at one command. When he pre-  
cedes his command by "Simon says," he is obeyed.  
Otherwise no one makes a move:  
"Simon says: Daniel and Kihei, stand by the door."

## DIALOGUE:

### Cells

Mildred, Emmett, and Wakeland wanted to learn about body cells. They visited the library. They read books. They talked with the teacher. Then they reported to the class.

Mildred: Plants and animals are made up of cells. A cell is a tiny thing. All living things have cells. One plant cell is different from another plant cell.

Emmett: Mildred's right. A blood cell is different from a skin cell. Our bodies contain a lot of cells. Some are bone cells. Some are muscle cells. And some are blood cells.

Wakeland: Cells grow. We eat to help cells grow. They multiply/increase by splitting in two. Then they grow again. So our bodies grow, too.

Emmett: Cells are always working to protect our bodies.

Wakeland: They're working to repair and to build parts of our bodies, too.

## EXERCISES:

1. He planted the seeds yesterday.  
She vegetables  
We lemon trees  
I wanted a new toy.  
car.  
They ball.  
game.  
John sounded happy.  
sad.  
angry.  
excited.  
Mary visited the nest.  
the supermarket.  
with friends.  
reported to the teacher.  
class.  
principal.

- Mary      protected the      baby birds.  
    new plants.  
    weak animals.
- He            hunted for the      elephant.  
 She                            hen.  
                                  skeleton.  
                                  egg.  
                                  dress.  
                                  pebble.
2.    The policeman    guarded them.  
                                  visited me.  
                                  scolded us.  
                                  pointed to him.  
                                  waited for her.  
                                  shouted at her.  
                                  nodded at him.
3.    Please    sit by      us.  
                          play      me.  
                                  her.  
                                  him.
4.    They    read a lot of      books      last week.  
    comics  
    stories  
    magazines  
                                  wanted a lot of      cookies.  
    apples.
- 5a. I    see    a lot of    apples.    I    need    only two.  
       have                   pencils.      want  
                                  storybooks.  
                                  peaches.  
                                  hooks.
- 5b. Two of the      apples      were ripe.  
                                  pears  
                                  boys      were    ready.  
                                  girls      beautiful.  
                                  kittens    ugly.
6.    I want you two to    stand    by    the door.  
                                  stay      the windows.  
                                  sit      my desk.  
                                  crouch    John.  
                                  squat      me.  
                                  kneel

7. We went by your house yesterday.  
the park  
the school  
the bakery  
the new laundromat  
the airport
8. I have to be through by 5 o'clock.  
noon.  
tomorrow.  
12 o'clock.
9. I kicked the ball over the fence. It landed on the roof.  
tossed his head.  
hurled the car.  
pitched in the bushes.  
batted the mud puddle.  
by the tree.  
the garage.

## LESSON Va - Grade 3

- TARGETS:**
1. Interrogative "do-does"
  2. Predicate substitute "do-does" ("not" contracted)
  3. Negative declarative "do-does" ("not" contracted)
  4. Irregular past: had

- NOTES:**
1. Substitute names of children.
  2. Each child asks another child:  
where he lives,  
whether he likes school,  
whether he needs a new pencil,  
whether he sees a particular thing,  
whether he wants a particular thing,  
whether he watches TV often.  
The same child asks about a third person:  
A: Do you like school?  
B: Yes, I do. / No, I don't.  
A: Does Mary like school?  
B: Yes, she does. / I don't know.
  3. Show pictures. One child asks another child something about the pictures:  
A: Does the dog have a bone?  
B: Yes, he does. / No, he doesn't.
  4. One child tells what he has. Second child changes this to the past tense:  
A: I have a ball.  
B: I had a ball yesterday.
  5. Each child tells what he doesn't like and what he likes.  
Each child tells what a third person doesn't like.  
A: I don't like apples. But I like bananas. John doesn't like bananas.
  6. Teacher places about a dozen objects on a table beforehand and covers the table with a piece of paper. She uncovers the table, gives the class about five seconds to see what's on the table. Then she quickly sweeps everything off the table and into a box or sack. Then each child is asked to name one object on the table in answer to her question:  
T: What did I have on the table? (A complete sentence is required.)  
C: You had a block on the table.

**DIALOGUE:**

## Part 1 - School

**A: Does your little brother like nursery school now? Mine does.**

B: Yes, he does, too. He doesn't cry every morning any more. He cried and cried for a whole week. I had to sit in the classroom with him.

**A: Do you walk with him to nursery school?**

**B:** No, I don't. My parents drop him off on their way to work. I don't ride with them. I like to walk to school with my friends. Do you ride to school?

A: Sometimes I do and sometimes I don't. My father doesn't go to work at the same time every day.

**B:** Oh. Does he work on different shifts?

**A: Yes, he does. He's a hotel worker.**

## Part 2 - Hula Lessons

**A: Hi, (Name). Where are you going?**

**B:** Hi, (Name). I'm going for my hula lessons. Do you want to come along?

**A: Does your teacher allow you to bring friends?**

**B: Yes. She doesn't mind having visitors. We had some tourists watching us last week.**

**A: Oh. Does your group entertain at the hotels?**

**B:** Sometimes we do. We danced at the Naniloa Hotel last year.

**A: Do you have a hula recital every year?**

B: No, we don't. We had a recital two years ago. We didn't have a recital last year.

**A:** Do you learn Tahitian dances, too?

**B:** Yes, we do. We learn a lot of different dances.

## EXERCISES:

1.        A:  
Does a puppy    make    sounds?  
                     eat        bones?  
                                 fruits?  
                     chase   cars?  
                                 girls?  
                                 sticks?  
                                 babies?  
                                 horses?
- B:  
Yes, it does.  
No, it doesn't.





- A: I like dogs.  
 B: I like dogs also.
6. After the complete dialogue is presented, teacher can ask for examples of "thinking of others."
  7. Each child tells what sound an animal makes or how it moves. The teacher can name the animal as a cue:  
 T: ... a mouse  
 A: A mouse squeaks.  
 B: A mouse scampers.
  8. For extra material use "Only My Opinion" by Monica Shannon. Arbuthnot, May Hill, Time for Poetry. Chicago: Scott, Foresman and Company, 1952, p. 110.

## DIALOGUE:

### Part 1 - Good Manners Are Important

- A: Do you always remember to use good manners? I don't. I sometimes forget. Then my mother reminds me.
- B: I sometimes forget also. Let's talk about some rules to remember. What's a polite person like? What does a person do to be polite?
- A: That's a good idea. A polite person always thinks of the other person. He shares his things and takes his turn.
- B: He doesn't whine and cry. And he doesn't show off. He remembers to say "Please" and "Thank you."
- A: He watches for ways to be helpful. He listens to his parents. He's a good visitor. He uses good table manners.
- B: My little brother smashes things and touches things on visits. That isn't very polite. He has to learn good manners.
- A: Let's try to help him learn.

### Part 2 - The Library

- A: I like to go to the library.
- B: So do I. The librarian helps us. She also teaches us the proper way to care for books.
- A: Yes. A book's our friend. It needs proper care.\*
- B: The librarian never puts an open book face down. She uses a proper book mark. She never uses a pencil or a ruler.
- A: A book gets dirty easily. I don't eat with a book in my hand. I don't leave my book outdoors.
- B: A page tears easily. So I turn each page carefully. I never fold down the corner of a page. I use a bookmark instead.
- A: The librarian keeps the books clean. We help her by following rules.

(\* Mass noun. Not introduced as a target yet, but used here because of necessity.)

## EXERCISES:

1. She washes the dishes.  
He dries  
puts away  
picks up
2. The teacher watches us.  
helps  
teaches  
plays with  
reads to  
looks at  
sits with
3. My brother likes cakes. I like cakes also.  
My sister reads in bed. I read in bed also.  
My father mows the yard. I mow the yard also.  
My friend catches well. Tom also catches well.  
My mother makes my dresses. Her mother makes her dresses also.
4. Mary plays every day.  
John climbs  
She surfs  
He fusses  
washes  
reads  
scrubs  
asks  
visits  
sulks  
behaves  
(Change the above to the past by changing "every day" to "yesterday.")
5. My sister likes oranges. She also likes apples.  
pies. crackers.  
cookies. doughnuts.  
carrots. potatoes.  
peanuts. lollipops.  
mangoes. grapes.  
dolls. kites.
6. A monkey's a funny animal.  
It screams. It makes faces.  
chatters. snatches things.  
screeches. scratches.  
mimics. jumps.  
swings. leaps.

## LESSON Vc - Grade 3

- TARGETS:**
1. Affirmative declarative "do-does"
  2. Negative interrogative "do-does"
  3. Noun substitute: one
  4. Preposition: around
  5. Lexical item: tell
  6. Strengthening the use of the third person singular

- NOTES:**
1. Children can dramatize the story.
  2. Children can take different parts of the dialogue.
  3. Children can be asked questions about the dialogue for further practice in using the targets.
  4. "He doesn't find anything, " can be substituted for "He finds nothing at all. "
  5. Illustrations of the solar system could be used to make Part 2 of the lesson more meaningful to the children.
  6. Have children ask questions using these patterns:  
"Doesn't/Don't \_\_\_\_\_ like to/want to/have to \_\_\_\_\_?"  
(Cues can be the single and multiple cutouts or pronouns on flash cards -- "they, we, I, you, he, she".)
  7. Children can have a mock verbal battle (about going somewhere, liking something, doing something):  
A: Doesn't "C" want to come with us?  
B: No, he doesn't.  
C: I do want to go with you.  
B: No, you don't.  
C: Yes, I do.
  8. The children can make up a movie roll by illustrating the story. They can tell the story in their own words.
  9. For extra material use "The Goblin" by Rose Fyleman. Arbuthnot, May Hill, Time for Poetry. Chicago: Scott, Foresman and Company, 1952, p. 132.

### DIALOGUE:

#### Part 1 - A Fable - The Goose With the Golden Eggs

1st C: Do you know the story about the greedy farmer?

2nd C: No, I don't. Tell me the story.

1st C: One day a farmer goes to the nest of his goose. He doesn't expect to find anything. But to his great surprise, he does find something there.

2nd C: What is it?

1st C: It's an egg. Not an ordinary egg. One of solid gold. He rushes into his house and tells his wife about the egg.

They're so happy. They dance around the kitchen.

2nd C: What do they do then?

1st C: Every day they go back to the nest. Each day the goose lays one golden egg. But the farmer grows greedy.

2nd C: Doesn't he think that one golden egg a day is enough?\*

1st C: No, he doesn't. He kills the goose and cuts it open.

2nd C: Why does he do that?

1st C: He's looking for all the golden eggs at once.

2nd C: Does he find a lot of golden eggs?

1st C: No. He finds nothing at all. He doesn't even have the goose any more.

2nd C: The story teaches us not to be greedy.

(\* Complex sentence - not introduced as a target yet, but included here for expediency. )

## Part 2 - The Earth

A: The earth revolves around the sun. Did you know that?

B: Yes, I did. Does the moon revolve around the sun also?

C: No, it doesn't. The moon goes around the earth.

A: Do the other planets revolve around the sun, too?

C: Yes, they do. The earth is just one of the planets.

B: Don't the planets ever bump into each other?

C: No, they don't. Each planet travels its own orbit around the sun. An orbit is a path. The sun pulls each planet to keep it in its own orbit.

A: Do all the planets move in the same direction?

B: Yes. The planets do move in the same direction. They also go around the sun at different speeds. So at certain times, two planets appear close together.

A: All this is interesting. Just think. Right now we're moving around the sun.

## EXTRA MATERIAL:

Poor Old Lady (Author unknown)

Poor old lady, she swallowed a fly,  
I don't know why she swallowed a fly.  
Poor old lady, do you think she died?

Poor old lady, she swallowed a spider.  
It squirmed and wriggled and turned inside her.  
She swallowed the spider to catch the fly.  
I don't know why she swallowed a fly.  
Poor old lady, do you think she died?

Poor old lady, she swallowed a bird.

How absurd! She swallowed a bird.

She swallowed the bird to catch the spider,

She swallowed the spider to catch the fly,

I don't know why she swallowed a fly.

Poor old lady, do you think she died?

Poor old lady, she swallowed a cat.

Think of that! She swallowed a cat.

She swallowed the cat to catch the bird.

She swallowed the bird to catch the spider,

She swallowed the spider to catch the fly,

I don't know why she swallowed a fly.

Poor old lady, do you think she died?

Poor old lady, she swallowed a dog.

She went the whole hog when she swallowed the dog.

She swallowed the dog to catch the cat,

She swallowed the cat to catch the bird,

She swallowed the bird to catch the spider,

She swallowed the spider to catch the fly.

I don't know why she swallowed a fly.

Poor old lady, do you think she died?

Poor old lady, she swallowed a cow.

I don't know how she swallowed the cow.

She swallowed the cow to catch the dog,

She swallowed the dog to catch the cat,

She swallowed the cat to catch the bird,

She swallowed the bird to catch the spider,

She swallowed the spider to catch the fly,

I don't know why she swallowed a fly.

Poor old lady, do you think she died?

Poor old lady, she swallowed a horse.

She died, of course.

(Taken from SOUNDS OF THE STORYTELLER by Bill Martin, Jr.

New York: Holt, Rinehart and Winston, Inc., 1966, pp. 254-255.

Last line of each stanza changed from "poor old lady, I think she'll die," to "poor old lady, do you think she died?"

### EXERCISES:

1.

A:

Do you have a lot of toys?

books?

pets?

dresses?

relatives?

B:

Yes, I do.

No, I don't.

I don't have a lot of toys.

(etc.)



8. She had a . scarf around her neck.

necklace

lei

handkerchief

9. Don't you want to tell us the story?

joke?

riddle?

secret?

about the accident?

fight?

## LESSON VIa - Grade 3

- TARGETS:**
1. Modals:
    - a. may (to ask permission) - interrogative, predicate substitute
    - b. can - interrogative, predicate substitute, affirmative and negative declarative
    - c. will - affirmative declarative
  2. Irregular past: took

- NOTES:**
1. Let children get permission from each other to do something. Children give or withhold permission using the short answers.
  2. Ask each child the question:  
"What will you do with a hundred dollars?"  
"What will you do during the summer?"
  3. Let each child tell about a task he can do and a task that he can't do.
  4. Ask children to make believe that there's a treasure chest. Then ask each child:  
"What did you take from the treasure chest?"  
"How many things did you take out?"  
(To elicit the past tense "took".)
  5. Game: "I went on a camping trip/to visit my grandmother last week. I took along a \_\_\_\_\_."  
Next child adds another item, plus the one previously mentioned.
  6. A: I'm having a birthday party next week. Can you come?  
B: Yes, I can.  
A: You can also bring a friend.  
B: May I bring (Name)?  
A: Yes, you may./No, you may not.
  7. Use pictures of actions taking place to elicit questions beginning with "can":  
A: Can you paint like this boy?  
B: Yes, I can./No, I can't.
  8. Running errands: Teacher can ask child to take something somewhere. Then another child asks:  
"Where did (Name) go?" Third child answers:  
"He took a note to (Name)."
  9. For extra material use:
    - a. "Bedtime" by Eleanor Farjeon. Arbuthnot, May Hill, Time for Poetry. Chicago, Illinois: Scott, Foresman and Company, 1952, p. 100.

- b. "Winds" by Solveig Paulson Russell. Rasmussen, Carrie, Let's Say Poetry Together. Minneapolis, Minnesota: Burgess Publishing Company, 1962, p. 99.

## DIALOGUE:

### Swimming Lessons

- A: Hi, (Name). Where are you going?  
B: I'm going to Onekahakaha Beach.  
A: May I go with you?  
B: Yes, you may.  
A: Can you swim?  
B: Yes, I can.  
A: When did you learn?  
B: I learned last summer. I went to the swimming pool at the airport. I took swimming lessons. I went there for six weeks. I can swim pretty well. Can you swim?  
A: No, I can't. I can't even dog paddle. Can you teach me?  
B: Yes, I can. We can go to the swimming pool. I'll be glad to help you.  
A: That'll be wonderful. Can we start next week? I can't go this week.  
B: Sure. 'Bye. I'll see you next week.

## EXERCISES:

- |    |                            |                  |
|----|----------------------------|------------------|
| 1. | <u>A:</u>                  | <u>B:</u>        |
|    | May I go                   | Yes, you may.    |
|    | to the swimming pool?      | No, you may not. |
|    | to the shopping center?    |                  |
|    | to the rest room?          |                  |
|    | to the chalkboard?         |                  |
|    | to the circus?             |                  |
|    | to the second grade class? |                  |
|    | with you?                  |                  |
|    | alone?                     |                  |
|    | to the beach?              |                  |
|    | to the fair?               |                  |
|    | to the wedding?            |                  |
|    | outside?                   |                  |
| 2. | May I tell you             | something?       |
|    |                            | about my trip?   |
|    |                            | a story?         |
|    | May I ask you              | a question?      |
|    | May I give                 | the dog a bone?  |

May I take the dog for a walk?  
May I keep it?  
them?  
save some?  
one?

May I say something to you?  
John?  
Brenda?  
them?  
her?  
him?

- (Note: "can" may be substituted above for "may".)  
3. (Students to practice the questions chorally before individually.)

A:  
Can you play the trumpet?  
the guitar?  
basketball?  
football?

B:  
No, I can't. I can't play.  
(etc.)

Can you thread a needle?  
row a boat?  
drive a car?  
ride a bike?  
make a lei?  
draw a dog?  
paint a picture?

No, I can't.  
(or a long answer)

4a.

T: I take hula lessons every day.  
C: I took hula lessons yesterday.

CUES:  
... yesterday

Derek takes ukulele lessons every day.  
She a trip  
He a nap  
I take dancing lessons  
exercises  
vitamin pills  
a walk  
singing lessons  
swimming lessons

last year  
last month  
a long time ago  
for a long time  
last Saturday

- 4b. Darius took a ball to our picnic last year.  
a tent  
a mat  
his pet  
a friend  
a fishing net  
a candy bar

Darius took his surfboard to our picnic last year.  
a flower  
a jacket

5.     A:  
      (Name) takes hula lessons.     I don't, but I took some last year.  
                  guitar lessons.                             before.  
                  sewing lessons.                            (etc.)  
                  singing lessons.  
                  ukulele lessons.  
                  swimming lessons.

6.   T: I'll help you.     ...he     He'll help you.  
      C: He'll help you.  
          show  
          tell  
          take

7.   T: You'll bring one tomorrow.     ...take us upstairs  
      C: You'll take us upstairs.  
          She'll show us a nest.  
          They'll listen carefully.  
                  show us the pets.  
                  tell us tomorrow.  
          We'll show you the way.  
          He'll fix it for you.  
                  make one for the class.  
                  draw you a map.

8.   T: May I tell you a story?     ...about my trip  
      C: May I tell you about my trip?

CUES: take you to the beach?  
      take you home?  
      will he  
      stay with you?  
      they  
      go to the fair?  
      she  
      movie?  
      may I  
      alone?  
      take some cookies home?

(Multiple slot substitution.)

## LESSON VIb - Grade 3

- TARGETS:**
1. Modals:
    - a. will - negative declarative ("not" contracted), interrogative, predicate substitute
    - b. shall - interrogative (with first person pronoun)
  2. Noun determiners: kinds of, any, many
  3. Preposition: during

- NOTES:**
1. Let each child tell what he does during recess or during the summer vacation, after another child asks the question: "(Name), what will you do during recess or during the summer vacation?"  
A third child can change the reply to the opposite by saying that he won't do that particular thing.
  2. Let each child ask a question beginning with "shall".
  3. Teacher gives the plural forms of count nouns. She asks children to use "many," "kinds of," and "any" with these noun plurals.  
Example: "...apples"  
A: I don't have any apples.  
B: Will you buy many kinds of apples?
  4. Use pictures of plural nouns or actual objects to elicit the use of "many," "kinds of," and "any."
  5. Let each child tell about something that his pet, or little brother or sister, refuses to do.  
Purpose: To elicit the use of "won't."

### DIALOGUE:

#### A Building Set

The third graders have something new in their classroom. It's a building set. They can build a whole village. It will have many buildings and streets. The boys and girls will learn about different kinds of buildings.

- Mrs. Kubota: Children, will you please work quietly on the Play-skool Village? You can take turns working there.
- Class: Yes, we will.
- Willoughby: Will you let us (Will we be able to/May we) work on it during recess? We won't be noisy.
- Mrs. Kubota: Yes, I will. (Yes, you will./Yes, you may.)
- Emmett: Will you divide us into committees?
- Mrs. Kubota: No, I won't. I'll let you choose your working partners.
- Willoughby: Emmett, will you help me with this street?
- Emmett: Yes, I will. Shall we put some stores on this street?

Willoughby: Yes, let's. We'll put in different kinds of stores.  
 We won't have any homes on this street.  
 Mabel: Shall Mildred and I work on another street? We can  
 put up homes on that street.  
 Mrs. Kubota: That's a good idea.

# EXERCISES:

1. A: He'll go.  
 B: He won't go.  
 A: The guinea pig will sleep during the day.  
 B: It won't sleep during the day.  
 CUES: The kitten ... will sleep well  
           baby  
           They'll ... trick us.  
           She'll ... wait for us.  
           He'll ... stay with us.
2. (Multiple slot substitution):  
 T: He won't go with us. ... the baby  
 C: The baby won't go with us.  
 CUES: the chicken  
           the pigeon  
           they  
           sing a song  
           my sister  
           play  
           it  
           she
3. She'll watch. Will you show her?  
 He'll follow. lead him?  
 They'll help you. listen to them?  
 Mary will her?  
 The teacher will
4. I'll take you. Will you follow me please?  
       help let me?  
       show come with me?  
       tell keep it a secret?  
       teach practice every day?  
       draw stand still?  
       watch show me?  
       carry let me?  
       follow lead me?  
       ride with take me?  
       tell tell someone else?

5. Teacher: Will she let us go?  
Class: Will she let us go?  
Child: Yes, she will.  
CUES: Will they sleep tonight?  
he lick the ice cream cone?  
John go to the beach some time?  
she fill the bucket?  
eat too much?  
study hard?
6. T:  
Who will lead us out?  
help Karen?  
help me now?  
teach me to make a lei?  
take this message to the principal?
- C:  
I will.
7. A:  
What kinds of toys will you choose?  
marbles  
games  
puzzles  
books  
colors  
paints
- B:  
I don't know.
8. Shall we study our science lesson now or eat our lunches?  
go to the store swim?  
fingerpaint draw?  
dust wash the dishes?  
pull it push it?  
mow the lawn water the flowers?  
keep it throw it back?  
feed it chase it away?  
play tetherball kickball?  
use the dictionary ask the teacher?  
pick it up leave it?
9. The salesman sells many kinds of brushes.  
He buys swimsuits.  
She magazines.  
dishes.  
slippers.  
books.
10. He collects different kinds of coins.  
guns.  
plants.  
fishes.  
stamps.

He collects different kinds of orchids.  
model airplanes.

11. T: What often happens during the night?

C: Cats often prowl during the night.

meow

fight

Dogs

bark

sleep

guard

Frogs

croak

leap

jump

swim

Owls

fly

hoot

hunt

Faucets

drip

make sounds

12. A: I have a fishing pole. Do you have any fishing poles?  
pet. pets?

face mask.

face masks?

red pencil.

red pencils?

fish net.

fish nets?

pigeon.

pigeons?

toy ship.

toy ships?

B: Yes, I do.

C: I don't have any pets.

(etc.)

13. We don't grow any cranberries in Hawaii.

walnuts

apricots

blueberries

good apples

14. We don't have any lions roaming free in Hawaii.

elephants

zebras

woodpeckers

giraffes

bears

But we have many ants in Hawaii.

mongooses

spiders

centipedes

crickets

toads

But we have many mynah birds in Hawaii.

**pigs**

15. John doesn't have any apples left to give away.

peanuts

**oranges**

pencils

**kittens**

**stamps**

**fishes**

\* \* \* \* \*

## LESSON VIc - Grade 3

**TARGETS: 1. Modals:**

a. would - interrogative, predicate substitute, affirmative and negative declarative

b. could - interrogative, predicate substitute, affirmative and negative declarative

## 2. Irregular plural: people

### 3. Noun determiners: those, these

#### 4. Preposition: without

**NOTES: 1.** Teacher gives each child a number of the same object, or a picture of a number of the same objects. Each child uses the determiners "those" and "these" to tell about their objects and those of others:

**A:** / I'll buy those apples on the table.

B: I'll buy these apples here.

2. Let each child tell about going to school last year, minus a necessary item, or tell about a toy with a missing part:

**A: I went to school without a sweater.**

**B:** I have a truck without tires.

3. "Would" and "could" may be used interchangeably in a question like this: "Could you help me with this?" (Meaning may be different, or about the same.)

a. Children ask questions beginning with "would" or "could". Others give a reply in the affirmative or negative declarative:

**A: Could you see the jet?**

B: I could see the jet. /I couldn't see the jet.

A: Would you ride a jet? (etc.)

b. Give a sentence in the affirmative declarative and have a child transform it into the interrogative form, using the appropriate pronoun. Another child

gives the reply:

T: Darren could help Jon with his work.

A: Could he help Jon?

B: Yes, he could.

4. Exercises: Use "these" and "those" with "kinds of" -- a target in previous lesson:  
"I want those/these kinds of apples."
5. One child asks another if he could perform a particular task in the past. Child answers with the predicate substitute.
6. Have pictures of crowds, or the children pretend they're at a certain place. (The teacher can cue them.)  
Children describe what people are doing:  
"The people are watching a ball game."

### DIALOGUE:

#### A New House

The Wessels are building a new house in Panaewa. Many people are helping to build the house. Would you like to hear about these workers? We wouldn't be able to have homes without these helpers.

A: Dad, could we go to Panaewa to see our new house?

Dad: Yes, we could. Tomorrow's Saturday. I could plant some fruit trees. We wouldn't be in the way of the carpenters and electricians. Those workers are very busy right now.

A: I'd like to watch them work. I could make a report in school. Those people are important workers.

Dad: You're right. Could you name other workers?

A: Well, we talked about them in school. We couldn't build a house without a plumber.

Dad: No, we couldn't. What other helper would we need?

A: We would need a painter. He'd be about the last worker to finish the house.

Dad: Yes, he would. Building a house today is very different. In the early days, the pioneers did everything. Each man could do many different things.

### EXERCISES:

- |    |           |         |                   |
|----|-----------|---------|-------------------|
| 1. | <u>A:</u> |         | <u>B:</u>         |
|    | Would you | like to | go?               |
|    |           |         | play?             |
|    | he        |         | join us?          |
|    | she       |         | look at it?       |
|    | they      |         | sit down now?     |
|    |           |         | Yes, I would.     |
|    |           |         | No, I wouldn't.   |
|    |           |         | Yes, he would.    |
|    |           |         | No, she wouldn't. |
|    |           |         | (etc.)            |

2.

	<u>A:</u>		<u>B:</u>
Would	you	help me?	Yes, I would.
	he	push me?	No, he wouldn't.
		pull me?	Yes, he would.
	she	cook it for me?	(etc.)
		give me a ride?	
		let me go first?	
	they	let me go with you?	
	John	put it on the bulletin board?	
	Mary	sit in the room with me?	
	you	show me your collection?	

(Note: Sentences in #1 may be changed to affirmative declarative: "I would like to go.")

4. He wouldn't go.  
She like it.  
They help her.  
(Name) push me.  
You eat.  
be good.  
play football.  
keep still.  
sit on the cushion.  
repeat it.  
share it.

6. I'd like to go but I'm not ready.  
I don't have a bike.  
I have to watch my baby brother.  
I have to run an errand.

I'd like to go but my mother won't let me.  
I can't.

7. He'd hold the ladder, but he's not strong enough.  
help you,  
pull you,  
push the wagon,

8. A:  
Could you ride a bike last year?  
reach that doorknob  
read that book  
write well  
come to school alone  
swim  
ride the bus alone

B:  
Yes, I could.  
No, I couldn't.

9. A:  
Could I borrow your pen?  
pencil?  
bicycle?  
fishhook?  
spelling book?

B:  
Yes, you can.  
could.  
No, you can't.  
couldn't.

10. A:  
Could he go fishing, too?  
with you,  
along,  
alone,  
to the game tonight,

B:  
Yes, he could.  
No, he couldn't.

11. (Possible responses for one question):

A: Could I borrow your workbook?

B: Yes, you can.

No, you can't.

You could, but I have to use it.

No, you can't. I'm using it.

You could.

12. I could tie my shoelaces last year.  
answer her questions yesterday.  
see the mountains this morning.  
tell you a story about that.  
see a lot of stars last night.  
ride my bike a year ago.  
hear her this morning.  
hear them singing.  
feel it moving.  
count twenty-five mynah birds outside this morning.

13. You could hide in the bushes.  
 answer her questions.  
 count them for us.  
 hear them singing.  
 tell us about that.  
 hear them all over school.  
 look for it.  
 push the wagon.  
 clean the room.  
 see them clearly.
14. I couldn't tie my shoelaces this morning. I was too cold.  
 see any stars last night. The sky was cloudy.  
 ride a bike last year. I was too small.  
 lift my sister last year. I wasn't strong enough.  
 answer her questions this morning. I was too sleepy.  
 tell you about that. I wasn't listening carefully.  
 climb on the roof. I was too scared.  
 hear them singing. They were too far away.  
 count the mynah birds this morning. My dog scared  
 them away.
15. The teacher couldn't understand them.  
 Sharon reach  
 Henry locate  
 They smell  
 She feel  
 He carry  
 I touch  
 You catch  
 hear  
 train  
 see  
 ride  
 lift  
 find
16. John can't go with you now but he could tomorrow.  
 do it now  
 dig for shells now  
 play now  
 make it now  
 come now  
 shop now  
 call him now  
 swim now

17. They couldn't find anybody.  
We see  
call  
fool
18. The people at the game were noisy.  
angry.  
excited.  
restless.  
hungry.  
hot.
19. A lot of people went to see the new jet.  
eruption.  
new zoo.  
ship.  
visitors.  
President.
- 20a. These people here can go first.  
see the movie.  
get tickets.  
find seats.  
hear the speeches.
- 20b. Those people there can go last.  
can't see the movie.  
can't get tickets.  
can't find seats.  
can't hear the speeches.
21. Many people had their lunches with them.  
cameras  
pets  
radios  
raincoats  
umbrellas
22. These apples in this basket are mine.  
books  
pencils  
crayons  
jacks  
magazines  
Those apples on that corner table are hers.  
books his.  
pencils  
crayons  
jacks  
magazines

23.    These   pencils   here belong to Jane.  
                  books  
                  puzzles  
                  toys  
                  dishes  
       Those   pencils   there belong to Mary.  
                  books  
                  (etc.)
24.    You can't go out without your   sweater.  
    umbrella.  
    brothers.  
    jacket.  
    raincoat.  
    slippers.
25.    An   elephant without a trunk   would look funny.  
       A   rabbit                   ears                   (odd).  
          giraffe                   a long neck  
          zebra                   any stripes  
          clock                   any hands  
       (Have children think of other funny [odd] sights.)

\* \* \* \* \*

### LESSON VIId - Grade 3

- TARGETS:** 1. Modals:
- a. ought to - affirmative declarative
  - b. might - predicate substitute, affirmative and negative declarative
  - c. may (to express possibility) - affirmative and negative declarative, predicate substitute

- NOTES:** 1. Let each child tell what a boy or girl ought to do every day: "He ought to clean his own room."
2. "May/might" can be used interchangeably in a statement like this: "I may go to Honolulu."
3. First child tells about the possibility of going somewhere or doing something in the near future. Second child echoes with a predicate substitute:  
 A: I might swim tomorrow.  
 B: I might, too.
4. First child tells about the possibility of someone liking a particular thing. Second child uses the predicate substitute to tell that someone else might also like the same thing:

A: My sister might like an apple.

B: Ann might, also.

5. Children give rules about pet care. Elicit the use of "ought to": "You ought to feed pets regularly." They can also tell what they should do at night or at other times.
6. Each child tells about the possibility of someone not liking something or not being able to go somewhere.

#### DIALOGUE:

##### A Pet Guinea Pig

The third graders have a pet guinea pig. They call her Gingerbread. She's brown and white. She's a good pet. You ought to visit the third graders. They might/may let you hold Gingerbread. But ... they might/may not.

A: Hi, Gingerbread. I ought to clean your cage right away. I might/may not be able to do it later. It's very dirty.

B: I'll hold Gingerbread for you. She might/may run away.

A: You're right. She might./may.

B: We ought to close the doors, then she can run around the room. She might like that.

A: Good idea. The other boys and girls may/might want to play with her also.

#### EXERCISES:

1. (Multiple slot substitution):

T: He ought to answer my letter. ...you

C: You ought to answer my letter.

CUES: the teacher  
note  
the principal  
visit the fourth grade class  
John  
sing the national anthem

2. You ought to help your father rake the yard.  
carry the rocks.  
mow the yard.  
pull the weeds.  
catch the thief.

3. Boys and girls ought to be kind to animals.  
listen to their teachers.  
parents.  
say, "Thank you."

Boys and girls ought to	think about others.
	be helpful.
	follow safety rules.
	school rules.
	obey the J. P. O.
	take care of books.

4.     A:  
They might go on a trip this summer.     We B: might, too.  
We may to Kona     They may  
She to the mainland     He  
He to Disneyland     She  
with you
5.     A:  
(Name) might read those three books.     He B: might not.  
may need a thick pencil.     may  
need a new toothbrush.     She might not.  
throw the ball at us.     may  
find her sweater later.  
buy me those bracelets.  
have a birthday party.  
toothache.  
sore throat.
6.     A:  
I might visit the zoo next summer.     I B: might, also.  
may build a model airplane.     may  
take swimming lessons.  
buy you something.  
deliver newspapers.
7.     A: (Name), would you like to swim with us?  
play  
pick guavas  
walk home  
watch TV  
go on a hike  
B: Yes, but my mother might not let me swim with you.  
may play  
(etc.)
8.     A:  
I have to help my mother now.     I B: ought to help my mother, too.  
go to the library.     (etc.)  
study now.  
rake our yard now.  
wash our car.  
wash my dog.

## LESSON VIe - Grade 3

- TARGETS:**
1. Modals:
    - a. should - interrogative, predicate substitute, affirmative and negative declarative
    - b. must - affirmative and negative declarative
  2. Irregular plural: children
  3. Irregular third person singular: has

- NOTES:**
1. Substitute names of children.
  2. Each child tells about one thing he must do and something he mustn't do: "I must feed my dog regularly."  
"I mustn't kick my dog."
  3. First child asks a second child whether they should do something. Second child gives a short answer. Third child gives a statement to the contrary:  
A: Should we buy a kite?  
B: Yes, we should. /No, we shouldn't.  
C: You shouldn't buy a kite now. /You should buy a kite."  
Variation:
    - a. Choose teams with three on each team. Teacher can casually choose team members, keeping varying abilities in mind. Assign teams to different parts of the room.
    - b. Each team takes a part: "A" asking the question, "B" giving the predicate substitute response, and "C" giving the complete statement.
    - c. Individuals shift positions within the group after each round.
  4. Modals are often interchanged with each other with only a slight difference in meaning:  
"That must be/ought to be/should be interesting."
  5. Have children ask someone for advice:  
"Should I buy this doll or that troll doll?"  
Someone else can change it to an affirmative statement:  
"You should buy the troll doll."  
Or negative statement:  
"You shouldn't buy the troll doll."  
Or to make it stronger:  
"You must/mustn't buy the troll doll."
  6. Let children tell about something they have to do which needs immediate attention. Teacher can perhaps make up a situation: (It's beginning to rain. Mother looks at her clothes hanging outside and says,)  
"I must bring the clothes in."

7. Have pictures of children in action. Let class tell what the children are doing: "The children are dancing."
8. Have the children tell what or whom they should obey, and why:  
"I should obey my mother. Then she won't scold me."

## DIALOGUE:

### School Rules

We must obey school rules. School rules protect children. Not obeying school rules might cause accidents. We should listen to the J. P. O. s. They help to protect us.

A: Should we always listen to the Junior Police Officers? Some of them are always yelling at us.

B: We mustn't talk back to a J. P. O. He's a school helper. He's trying to do a job. But he shouldn't be rough with little children. He should explain the rules to them.

A: Should he report naughty children to the principal?

B: Yes, he should. That's his job.

A: Should a J. P. O. punish naughty children?

B: No, he shouldn't. He can talk to the children and explain the rule. He must try to be polite. He mustn't be mean.

A: A J. P. O. certainly has an important job. It isn't an easy job. I'm going to try to obey the rules. Then the J. P. O. s won't have to remind me.

## EXERCISES:

1. A: Should the children surprise their father?  
they bother the dogs?  
he get another pencil?  
she gather up the books?  
I bathe the dog now?  
we play with brother?  
B: Yes, you/he/she should.  
No, they (etc.) shouldn't. They should do it later.
2. I must study today.  
We should sweep the floor.  
He mow the lawn.  
She wash the dog.  
They fix the bike.  
You help mother.

3. (Choose two children to take the parts of the mother and the child):

**Mother:** You mustn't let your pet scratch the walls.  
shouldn't chew the rugs.  
chew the slippers.  
jump on the couch.  
jump on the baby.  
bother the neighbors.

Child: (Turning - shakes a finger at an imaginary pet)  
You mustn't scratch the walls.  
chew the rugs.  
(etc. )

4. T: The boys and girls are swimming.

**C: The children are swimming.**

**CUES:**    The boys and girls are painting.  
               playing on the slide.  
               eating bananas.  
               climbing the tree.  
               racing.  
               dancing.

5. T: The teacher's reading to those boys and girls.

**C: The teacher's reading to those children.**

**CUES:** The teacher's telling those boys and girls a story.  
singing with those boys and girls.  
marching  
playing  
counting those boys and girls.

6. We must hurry. We mustn't be late.  
have to run.

**finish quickly.  
clean up now.**

7. I must look for my spelling book. I need it now.  
sweater.  
umbrella.  
library book.  
pencil.  
glove.

- |    |                               |                             |
|----|-------------------------------|-----------------------------|
| 8. | The kindergarten children are | singing with their teacher. |
|    | 1st grade                     | going to the zoo.           |
|    | 2nd grade                     | watching the puppet show.   |
|    | 4th grade                     | going on an excursion.      |

9.           A:  
Do you have my pencil?  
jacket?  
quarter?  
umbrella?
- B:  
No, (Name) has it.

10. We have many friends to play with.  
 pets  
 toys  
 games  
 brothers and sisters  
 The new boy has no friends to play with.  
 girl pets  
 He toys  
 She games  
 brothers and sisters

\* \* \* \* \*

### LESSON VI - Grade 3

**TARGETS:** 1. Objective pronoun: them (referring to inanimate objects)  
 2. Negative imperative  
 3. Irregular past: gave

**NOTES:** 1. Substitute names of children.  
 2. Teacher or a child can say that he had several things. (Use count noun plurals.) Use the following pattern:  
 A: I had three marbles yesterday. I don't have them now.  
 B: Did you give them to someone?  
 A: Yes, I did. I gave them to Jon.  
Variation: Children sitting next to each other can form pairs and have a dialogue.  
 3. Children tell about safety rules, school rules, and good manners. Encourage this use of the negative imperative.  
 4. Teacher makes up a sentence with "give". A child is asked to phrase it in the past. Use "every day" with present tense and "yesterday", or some other adverb. to signify the past.  
 5. Teacher can have pictures of count nouns. (Each picture must contain more than one of the same thing.) A child gets to choose one picture and he names what he sees; then tells what he can do with the objects pictured, substituting the pronoun "them":  
 C: Oranges. I can eat them.  
 6. Use the same pictures as above. Have the children respond to the question:  
 T: Who did you give the \_\_\_\_\_ to?  
 C: I gave them to my mother.  
 7. Set up two teams. Each team takes turns setting up

object cues for the other team to use in a sentence:

Team A: Guavas

Team B: I'm going to take them home.

The teacher can be the judge. A team gets a point whenever it gives a correct sentence.

## DIALOGUE:

### Bicycle Rules

Should we have rules for bicycle riders? Car drivers have rules. They must obey them. Bicycle riders should obey rules also. Let's talk about these rules.

A: (Name) has a new bike. His aunt gave it to him for his birthday.

B: That's great. Now we all have bikes. Let's ride them to the beach on Saturday.

A: We should talk about safety rules. My dad won't let me ride around with careless riders.

B: That's a good idea. What are some things to remember?

A: We should obey all traffic lights and signs. Don't ignore them.

B: Don't carry passengers on your handlebars.

A: Don't weave in and out. And don't swerve from side to side.

B: Don't forget to keep to the right.

A: We shouldn't ride on sidewalks.

B: Don't do stunts or race on the highway.

A: And don't ride at night without lights or reflectors. Car drivers might/may not see you without them.

## EXERCISES:

1. (Name) has many rocks. He has a lot of them.  
questions.  
stamps.  
games.  
books.  
toys.  
pets.  
butterflies.
2. She knows many songs. She'll teach them to you tomorrow.  
games.  
dances.  
riddles.  
poems.  
rhymes.  
rules.  
stunts. /tricks.

3. Each child names another child and an object or animal.  
Teacher asks the pattern question using these two words.  
Children use the pattern sentence to respond:  
C: James - firecrackers  
T: When did James give you the firecrackers?  
C: He gave them to me yesterday.  
Examples: Gabriel - marbles  
             Larna - rocks  
             Jon - baseball cards
4. T: Never pick up hot things from the stove with bare hands.  
C: Don't pick up hot things from the stove with bare hands.  
T: Never ride in a car without buckling your seat belt.  
     play around deep holes.  
     stick things in electrical outlets.  
     throw things from moving cars.  
     pet strange dogs.  
     go off with strangers.  
     go swimming alone.  
     chase fire engines.  
     play with matches.
5. T: Alice - candy bar  
A: I'll give Alice a candy bar.  
B: I gave Alice a candy bar.  
(One child can give the first response. Second child give the past tense response.)  
CUES: (Use with a name)  
        birthday present                      kitten  
        another ride                         bunny  
        big hug                                moth  
        lollipop                               puppy  
        toothbrush
6. T: dog - another bone  
     I gave the dog another bone.        ... cat - another fish  
C: I gave the cat another fish.  
CUES: mynah bird - another seed  
        dog - another bath  
        guinea pig - another leaf  
        parrot - another cracker  
        frog - another fly  
        rabbit - another carrot
7. T: John had some rocks.  
C: John had some rocks.  
T: (Cue) ... away He gave them away.  
C: He gave them away.

T:

Mr. Gomez had some rabbits.  
Joseph had some horses.  
She had some fishes.  
Helen had some elephants.  
Michael had some doves.  
Brian had some dogs.  
Sandra had some turtles.

CUES:

some carrots  
some carrots  
some worms  
some peanuts  
some crumbs  
some bones  
some bugs

8. Don't give the baby the marbles.

cookies.  
pointed stick.  
glass.  
fork.

9. A: I had an arrow. The teacher took it from me.  
a slingshot. policeman  
water pistol. J. P. O.  
box of matches. principal  
firecracker.

B: I had many arrows. The teacher took them from me.  
slingshots. policeman  
water pistols. J. P. O.  
boxes of matches. principal  
firecrackers.

10. A: Don't forget to bring your books tomorrow.  
dental card  
picnic lunch  
color crayons  
kite  
fishing poles

B: I won't forget them.  
it.

## LESSON VIIa - Grade 3

- TARGETS:**
1. Mass nouns: food, meat, rice, water, milk
  2. Noun determiners: several, kind of, much

- NOTES:**
1. Substitute children's names in the dialogue. Since the class is planning a picnic, everyone is participating. This is the reason for so many characters.
  2. Set up a cafeteria situation and have servers and customers.
    - a. Server:  
How much rice/meat/milk/water/food do you want?  
Customer:  
I want one scoop/a bowl of rice.  
a large slice/piece/chunk of meat.  
a glass/cup/carton/bottle of milk.  
a glass/a cup of water.  
a lot of/different kinds of food.  
(Use plurals also: scoops of, etc.)
    - b. Customer: (holding out plate on a tray)  
May I have one scoop/a bowl of rice? (as above)  
Server: (with appropriate gestures)  
Yes, you may. Here's your rice, (etc.)
  3. Mass nouns:
    - a. "water" -- Teacher asks: "What can we do with water?" Sample replies:  
"We can drink it. /take a bath in it. /swim in it. /wash the dishes in it. /water our plants with it."
    - b. "rice" -- Teacher asks: "How can we use rice?" Sample replies: "We can eat it. /throw it at weddings. /make designs with it."
    - c. "meat" -- Teacher asks: "How do we cook meat?" Sample replies: "We fry it. /roast it. /barbecue it."  
"We cook it with beans. /onions. /long rice."  
Teacher asks: "How do you like to eat meat?" Sample replies: "I like to eat it with vegetables. /rice."
    - d. "milk" -- Teacher asks: "How does milk help us?" Sample replies: "Milk makes our bones strong."
    - e. "food" -- Teacher asks: "Why does your body/do we/do plants/do animals need food?" Sample replies: "Food makes our bodies/body cells grow."
  4. Let each child think of all the different ways we can ask for or talk about meat, rice, milk, and water.

## DIALOGUE:

### A Picnic Lunch

The third graders are planning a picnic at Onekahakaha Beach. They want to surprise Mrs. Kubota. They're planning the menu.

- A: How much food should we bring to the picnic?  
B: Let's bring a lot of it. I get hungry at the beach.  
C: We know that. We're talking about different kinds of food.  
D: Barbecue meat is tasty. Let's bring some. We can cook it on the grill.  
E: Then we need a big pot of rice. Rice tastes good with meat. Could your mothers cook it for us?  
F: Sure, my mother can. She'll cook a pot of rice.  
G: My mother can too. Let's have several pots of rice.  
H: We'll get thirsty and hot. Let's bring a thermos of water. I always have a glass of water with my meal.  
I: Water isn't nourishing. We should bring some milk. Shouldn't we bring a quart of milk?  
J: Maybe we need two quarts of milk. Does Mrs. Kubota drink milk?  
K: Sure she does. Milk is good for grownups too. Let's bring a gallon of milk.  
Mrs. Kubota: What kind of food are you going to serve me at the picnic?  
Children: We won't tell you now. The picnic food is going to be very delicious. It'll be a surprise.

### EXERCISES:

1. This kind of food tastes good. Let's eat it.  
That smells bad. Let's throw it away.  
looks give it to the dog.  
The food doesn't taste good.  
(Convert to "does" questions: "Does the food taste good?"  
"Yes, it does. /No, it doesn't.")
2. The meat is hard to chew. I don't want to eat it.  
tough I won't eat it.  
cold  
hard to swallow.  
(Convert to questions: "Is the meat hard to chew?"  
"Yes, it is. /No, it isn't.")
3. The rice is too soft. I can't eat it.  
dry.  
hot. /cold.  
It's sticky.  
hard.

4a. The water (from this fountain) tastes bad. Don't drink it.  
 funny.  
 The water (in the bay) looks rough. Don't swim in it.  
 Water gives nourishment to people.  
 plants.  
 trees.  
 flowers.  
 insects.  
 vegetables.

4b. A: Is the water in the aquarium clean?  
 basin  
 fish bowl  
 bathtub  
 bucket  
 dishpan  
B: Yes, it is.  
 No, it isn't. Let's  
 change it.

5a. The milk tastes sweet.  
 looks sour.  
 smells good.

5b. A: Is the milk tasty?  
 sour?  
 warm?  
 sweet?  
 cold?  
 hot?  
B: Yes, it is.  
 No, it isn't.

6a. Counters with mass nouns:

A: How much rice do you want?

B: One scoop/one bowl/one bag  
 Two scoops/bowls/bags

of rice is not enough.  
 of rice are not enough.

6b. A: How much meat do you want?

B: One piece/chunk/slice  
 Several pieces/chunks/slices

of meat is not enough.  
 of meat are not enough.

6c. A: How much water do you want?

B: One glass/cup/bottle  
 Two glasses/cups/bottles

of water is not enough.  
 of water are not enough.

6d. A: How much milk do you want?

B: One glass/cup/carton/  
 quart/gallon/bottle  
 Two glasses/cups/cartons/  
 quarts/gallons/bottles

of milk is not enough.  
 of milk are not enough.

6e. A lot of food makes me sick.

Some

Several kinds of make

Different kinds of



A: Whose sweater is this?  
 B: That blue one is Derek's.  
 A: And whose sweater is this?  
 B: That red one is Larna's.  
 Derek: I'll take mine now. Thank you for finding it.  
 Larna: I'll take mine also. I'm glad to find it. It's really my aunt's sweater.  
 C: I lost a brown sweater yesterday. Did you find it?  
 A: We found a blue and a red sweater. We didn't find a brown one.  
 C: That sweater isn't really mine. It's my brother's. He might scold me for losing his sweater.  
 Children (except C): Would you like us to help you look for your brother's sweater?  
 C: Yes, please. I must find it.  
 B: Oh, look! Look in Gingerbread's cage. Gingerbread's sleeping on Harry's sweater.

#### EXERCISES:

- 1a. Gabriel Kipapa's brother went to the beach.  
 Wakeland's sister for a walk.  
 Adriene's cousin to school.  
 Edna's home.  
 Raelynn Keala's
- 1b. Whose brother went home? -- Wakeland's ...  
 sister  
 cousin  
 (For complete reply, go back to previous statements.)
- 1c. The lizard's favorite food is insects.  
 spider's  
 toad's  
 bulldog's meat.  
 puppy's  
 lion's  
 tiger's
- 2a. Derek's mother took a lot of food to the picnic.  
 Emmett's father water (etc.)  
 Edith's uncle milk  
 Janet's aunt rice  
 Ruth's meat  
 Michael Roebuck's
- 2b. Whose mother (etc.) took a lot of food to the picnic?  
 (For complete reply go back to previous statements.)

- 2c. T: The shark's home is in the water.  
 All: The shark's home is in the water.  
 A: Whose home is in the water?  
 B: The shark's.  
 C: The shark's home is in the water.  
 (Use the above format for all the following sentences):  
 The shrimp's home is in the water.  
 duck's  
 My pet's home is in our garage.  
 cat's  
 The goat's home is outdoors.  
 cricket's  
 elephant's  
 giraffe's  
 snake's  
 parrot's home is that pretty cage.  
 parakeet's
3. They lost their pet at the beach.  
 She her pen in school.  
 He his book in the cafeteria.  
 I my bike in Kona.

I lost my raincoat. (Name) found it.  
 sandwich.  
 math book.  
 marbles. (Name) found them.  
 books.  
 crayons.  
 pennies.

\* \* \* \* \*

### LESSON VIIc - Grade 3

- TARGETS: 1. Noun possessive: /-əz/ ending  
 2. Irregular verb: fell  
 3. Reflexive pronoun: himself  
 4. Mass nouns: rain, weather, help, shelter, protection  
 5. Noun determiner: lots of  
 6. Strengthening the use of modals

- NOTES: 1. Substitute children's names whenever possible.  
 2a. Have children reply to:  
 "What kinds of sounds does the rain make?"

- "Rain makes tap tap/splashing sounds."
- "What is sunny/rainy weather good for?"
- "Sunny weather's good for going on a picnic."
- "Rainy weather's good for sleeping all day."
- 2b. Change to past: "fell"
- "The newborn calf/lamb/colt/dog/kitten falls down."
- Cue: "yesterday"
- "The newborn calf fell down yesterday."
3. Children who have younger brothers can tell what each brother can do by himself.
4. Teacher can have pictures of singular count noun objects, or real objects, and call on two children at a time. Give the first child a picture:
- A: I have an orange. Do you want it?
- B: No, I don't. I want lots of oranges.
- A: I'm sorry. I don't have lots of oranges. I just have one.
5. For extra material use:
- a. "The Umbrella Brigade" by Laura E. Richards. Arbuthnot, May Hill, Time for Poetry. Chicago, Illinois: Scott, Foresman & Company, 1952, p. 147.
- b. "Rain" by Robert Louis Stevenson. Arbuthnot, May Hill, Time for Poetry. Chicago, Illinois: Scott, Foresman & Company, 1952, p. 145.

## DIALOGUE:

### Shelter From the Rain

People and animals need food and water to live and grow. But they need shelter also. They need some protection from different kinds of weather.

John: The weather isn't good today. That dark cloud's bringing lots of rain.

Michael: The rain's coming! It's coming now! Quick, we mustn't get wet.

John: Where can we go? We must find some shelter.

Michael: We're near James's house.

John: James! James! May we come in? We're cold.

James: Come in quickly! A lot of rain's coming in the door.

James's mother: Do you need some help with your wet things?

John: No, thank you. I don't need any help.

James's mother: Isn't Michael with you?

John: He was here a minute ago.

James: He's talking to a horse! He must be crazy! He's pulling the horse's tail! Oops, he just fell down.

John: Did the horse fall down?  
 James: No, silly. Michael fell down. Oh, he just picked himself up.  
 James's mother: He was trying to lead the horse to the shed. But the horse didn't need Michael's help. He went to his house by himself.  
 John: Is the shed the horse's house?  
 James's mother: Yes, a horse needs some protection from the weather just like us.  
 James: Michael, you ought to come in now and get warm.  
 James's mother: Michael, you can wear James's jacket.  
 Michael: I'm all right. I can wear the horse's blanket. We're pals now.

### EXERCISES:

- 1a. James's dog can't sing. Grace's dog can.  
 Francis' jump. Janice's  
 Darius' blink. Phyllis'  
 Darren Gomez's sit up. Helen Bash's
- 1b. The horse's baby needs lots of food.  
 mouse's some water.  
 mongoose'  
 ostrich's  
 cockroach's  
 porpoise's  
 fish's  
 crayfish's  
 goldfish's
2. Rain waters plants.  
 trees.  
 flowers.  
 Rain washes our houses.  
 the trees.  
 plants.  
 cars.  
 vegetables.
- Some rain fell yesterday.  
 A lot of last night.  
 Lots of last week.  
 last month.
- 3a. This weather's bad for fishing.  
 camping.  
 swimming.  
 picnicking.

3b. The weather's cold today.

hot

bad

good

4a. They need a lot of help with the books.

We a little

I some

lots of

your

4b.

A:

Do you need any help

with those magazines?

pictures?

boxes?

B:

Yes, I do. I need a lot of help

lots of

some

No, I don't. I don't need any help

4c. Let's look for some shelter under the umbrella.

house.

trees.

4d. We need shelter from the rain.  
protection sun.

wind.

some protection from the tidal wave.

lava flow.

wild dog.

bull.

5. He's reading to himself.

talking

smiling

humming

He scratched himself with a pencil.

stick.

pin.

He looked at himself in the mirror.

window.

He went walking by himself.

fishing

camping

swimming

6. She fell flat on her face.

He his

I my

The rain fell heavily.

trees

chair

book

They fell in the yard.

We classroom

She cafeteria

He street.

library.

## LESSON VIIIa - Grade 3

- TARGETS: 1. Comparative-superlative suffixes: -er, -est  
2. Irregular comparative-superlative: better, best  
3. Mass noun: sound

- NOTES: 1. Substitute names of children.  
2. Give a lot of models using the comparative and superlative forms before asking the children to produce these forms independently.  
3. Have articles of different sizes. Have children compare them.  
4. Children can compare themselves with each other:  
"I'm taller than you are."  
5. Children are asked to use the superlative suffix to describe an object or person:  
"Joan has the cutest puppy. It's fluffy and white."  
CUES: "small dog/friendly girl/smart baby"  
6. Children ask each other why they like one animal better than another. Second child gives a reason why, using the comparative suffix:  
A: Why do you like a cat better than a dog?  
B: Because a cat is cuter.  
7. "A Boast Fest" - Tell each child that he's going to be allowed to brag. Let each child tell what skill he surpasses another person in and he can even claim to be the best in that skill: "I'm a better runner than Daniel. I'm the best runner in Keaukaha."  
8. For more practice, the teacher might go back to the second grade set of lessons.  
9. For extra material use "Taking Off" by Mary McB. Green. Arbuthnot, May Hill, Time for Poetry. Chicago, Illinois: Scott, Foresman and Company, 1952, p. 73.

### DIALOGUE:

#### Transportation

The pioneers had to travel very slowly. They used covered wagons, horses, and rafts. They didn't have trains or trucks. They didn't have airplanes.

A: What is the fastest way to travel today?

B: By jet. Some jets can travel faster than sound.

A: Is going by jet the best way to travel?

B: It depends on people. For some people, traveling by boat is a

better way.

A: Going by ship is a slower way to travel. Some people like that better.

B: The slowest way to travel is to walk. A lot of pioneers did that.

A: We're lucky. We have better ways of traveling today.

B: To me, riding a jet is the best way to travel. You can get anywhere very quickly.

### EXERCISES:

1. My whistle is louder than yours.

prettier

longer

shinier

smaller

shriller

noisier

Mine was the loudest whistle in the store.

prettiest

longest

shiniest

smallest

shrillest

noisiest

(After the pattern has been established, the teacher can just give the base word, then call on a child to provide the sentences):

T: ...loud

C: My whistle is louder than yours.

Mine was the loudest whistle in the store.

2. T: I have a neat desk.

A: (Name's) desk is neater than yours.

B: Oh, no. (Name) has the neatest desk.

CUES: friendly pet hard arithmetic problem

thick sandwich bright shirt

large ball big balloon

sharp pencil big thumb

long pencil

3. (Name) is the happiest boy in this class.

friendliest

tallest

funniest

liveliest

4. I took the juiciest orange from the basket.

sweetest

biggest

I took the prettiest orange from the basket.  
tastiest

5. See, my orange is juicier than yours.  
sweeter  
bigger  
prettier  
tastier

6. This coconut is better than that one.  
apple  
potato  
orange  
watermelon  
walnut

This is the best coconut/apple (etc.) in the sack.

7. This is the best way to swim.  
learn.  
paint.  
swing.  
go.  
throw.

8. T: ...rice - potatoes

Rice tastes better than potatoes. ...milk - water

C: Milk tastes better than water.

CUES: An apple - a tomato  
A ripe banana - a green banana  
A cookie - a dog biscuit.  
A birthday cake - a pancake  
Meat - vegetables.

9. (Substitute names):

John is a better student than Dick.  
reader  
catcher  
leader  
ball player  
kicker  
He's the best student in my class.  
(etc.)

10. The sound of rain makes me sleepy.  
happy.  
thirsty.  
drowsy.  
sad.

11. The sound of dogs growling frightens me.  
people screaming  
sirens/firecrackers

12. Traveling teaches us about different kinds of places.  
people.  
food.  
animals.  
plants.

13a. A: Does (Name) do much traveling?  
B: No, he/she doesn't. He/She doesn't like traveling.  
Yes, he/she does. He/She likes traveling.

13b. A: Did (Name) do much traveling last year?  
B: No, he/she didn't.  
Yes, he/she did. He/She went to \_\_\_\_\_ ,  
\_\_\_\_\_, and \_\_\_\_\_.

14. Traveling by boat is interesting.  
train exciting.  
bus  
jet

\* \* \* \* \*

### LESSON VIIIb - Grade 3

TARGETS: 1. Mass nouns: cement, limestone, clay, rock, sand,  
concrete, lumber, gravel  
2. Irregular past: saw  
3. Irregular plural: men  
4. Reflexive pronoun: themselves  
5. Noun determiner: a few  
6. Strengthening the use of comparative-superlative  
suffixes: -er, -est

NOTES: 1. Substitute names of children.  
2. Each child tells what children should be able to, or can  
do, by themselves:  
A: Children can dress themselves.  
B: Children should be able to walk to school by them-  
selves.  
3. Teacher asks:  
"What did you see on your way to school this morning?"  
"What did you see on your way home from school  
yesterday?" (To elicit past tense form "saw".)  
4. "What did you see at the circus? At the fair?  
(Who and what): In the parade? In Honolulu?  
At the airport?"  
5. "What did you see on TV last night?"  
6. Have pictures of more than one man in action. Ask

children to tell what the men are doing. To facilitate it, you can give the sentence using the pronoun and have the children substitute with the noun:

T: They're painting the house.

C: The men are painting the house.

7. "Let's Pretend" -- Each child uses either of the following patterns. He can use his imagination:

A: I went to the zoo and saw a \_\_\_\_\_.

B: The farmer went into the barn and saw a \_\_\_\_\_.

## DIALOGUE:

### The Concrete Mixer

People use different kinds of materials in building shelters for themselves. One of the materials is cement. Limestone and clay make up cement. Limestone is a special kind of rock. A big machine must first grind the clay and limestone into a powder. Then the cement makers must burn the powder in very hot ovens.

A: Concrete is one of the strongest building materials. It's stronger than lumber.

B: We see quite a few concrete buildings in Hilo.

A: To make concrete, the builder must mix cement, sand or gravel, and water.

B: I saw a concrete mixer at work yesterday. It was the strangest-looking truck. It was even stranger-looking than a tow truck.

A: Doesn't the machine mix the gravel, cement, and water?

B: Yes, it does. It goes round and round. Then the concrete is ready. It's the fastest way to mix concrete.

A: Yes. A machine can mix it faster than a man.

B: Men smooth out the freshly-poured concrete. Then they put up a "Keep Off" sign.

A: Why?

B: Because the concrete is wet and soft. It will set in about 4 hours.

## EXERCISES:

1. Cement is a building material.  
a powder.

useful.

heavy.

strong.

2. A man stacked some bags of cement.  
The men carried three sacks of limestone.  
moved lots of clay.  
lifted many

- A man emptied thirty sacks of cement.  
The men thirteen  
a few
3. Limestone is a kind of rock.  
a white rock.  
a powder.  
useful.
4. A: Do cement makers use much limestone?  
need clay?  
burn
- B: Yes, they do. They use a lot of limestone.  
(etc.) (etc.)
5. Rock helps to make good roads.  
walls.  
bridges.  
fireplaces.
6. A: How much rock do workmen mix with concrete?  
B: A lot of rock.  
Not much rock.  
Lots of rock.
7. Clay is important.  
useful.  
sometimes wet.  
sometimes dry.
8. Clay comes in bags.  
in different colors.  
from underground.
9. Concrete is very strong.  
very hard.  
stronger than lumber.  
useful.
10. A: How much gravel do you need?  
lumber  
limestone  
sand  
rock  
cement  
clay
- B: Not very much.  
I need a whole truckload of gravel.  
three bags of (etc.)  
a lot of
11. Lumber comes from the mainland.  
huge trees.  
sawmills.

12. Sand at some beaches is black.  
coarse.  
white.  
fine.  
green.
13. T: Did you see the movie "Mary Poppins"? / "Hawaii"?  
C: Yes, I did. I saw it at the Palace. / Mamo.
14. T: Who did you see at school yesterday?  
C: I saw my teacher Mrs. Kubota.  
my friend Luke.  
Darren Gomez.
15. (Change to past tense):  
I see a truck hauling bags of cement.  
loads of sand.  
limestone.  
gravel.  
clay.
16. (Teacher gives a sentence using the singular noun "man". Children use the same sentence but talk about more than one man.)  
T: The man's mixing concrete.  
C: The men are mixing concrete.  
CUES: drying the clay  
hauling gravel  
sand  
driving the concrete mixer  
digging for limestone  
The strongest man pulled the wagon.  
heaviest man joined the contest.  
The man needs some clay.  
poured a lot of concrete into the hole.  
carried cement.  
gravel.  
sand.  
I saw a man mixing concrete.  
building a shed.  
hauling sand.  
We saw a strange man in the house.  
park.  
schoolyard.
17. The children painted it themselves.  
pasted  
presented  
decorated  
carried  
found/took

18. The children entertained themselves.  
 The girls listened to  
 The boys blamed  
       looked at
19. The children couldn't finish the dollhouse by themselves.  
       kite  
       birdcage  
       puppet  
       puzzle  
       wagon  
       boat
- 20a. A: The third grade spelling book is easy. /thin.  
       B:       second                               easier. /thinner.  
       C:       first                               the easiest. /thinnest book of all.
- 20b. A: The third grade spelling book is hard. /thick.  
       B:       fourth                               harder. /thicker.  
       C:       fifth                               the hardest/thickest book of all.
21. A: Look at my dog. He's hungry!  
       thirsty!  
       healthy!  
       B: Look at my dog. He's hungrier!  
       thirstier!  
       healthier!  
       C: Look at my dog. He's the hungriest dog of all!  
       thirstiest  
       healthiest
22. A few boys helped themselves to the food.  
       people  
       men  
       children  
       girls
23. A: Did you see many tourists at the airport?  
       lei sellers  
       people  
       children  
       men  
       B: No, I saw only a few tourists. /lei sellers. (etc.)

EXTRA MATERIAL: "A Riddle From Mother Goose"

Little Nanny Etticoat  
 In a white petticoat,  
 And a red nose;

The longer she stands  
 The shorter she grows.  
 (A candle)

(Taken from Arbuthnot, May Hill, Time for Poetry. Chicago,  
 Illinois: Scott, Foresman and Company, 1952, p. 85.)

## LESSON IXa - Grade 3

**TARGETS:** 1. Comparative-superlative with "more - most"  
2. Mass nouns: information, fun

**NOTES:** 1. Substitute names of children.  
2. Children tell what books or activities are more interesting or more useful than others:  
"My book is more interesting than yours."  
3. Children tell about a book or someone who was most helpful.  
4. Children tell about something or someone being more beautiful, most beautiful, more helpful, most helpful, in comparison to other persons or things:  
"Jon is the/my most helpful friend."  
5. Each child tells what kind of information he found in an encyclopedia:  
"I found some/a lot of information about airplanes."  
6. Make extensive use of real children and also pictures on the chalkboard to get the idea of the comparative and the superlative across.

### DIALOGUE:

#### Books

Books are our friends. They give us much information. We learn many new things from books. We can borrow books from the library and from the Bookmobile.

A: Some books are more interesting than other books.

B: I agree. And some books are more helpful. /more useful.

A: I had to find out about guinea pigs last month. The most helpful book was a science book.

B: My brother borrowed the most interesting book yesterday.

A: What kind of book was it?

B: It had all kinds of information about dinosaurs.

A: Some books are just fun to read. They make us laugh.

B: Yes. Some take us to make-believe lands.

A: I like those books, too.

### EXERCISES:

1. T: Who can tell the most fantastic story?

A: John can.

B: No, Dave can. His stories are more fantastic than John's. He can tell the most fantastic stories.

2. T: What's the most interesting place to visit? .. Disneyland  
 A: Disneyland is the most interesting place to visit.  
 CUES: Honolulu Knott's Berry Farm  
 Kohala A sugar mill  
 Waimea The macadamia nut factory
3. Litchis are more delicious than guavas.  
 bananas.  
 oranges.  
 papayas.
4. The most popular flower in Hawaii is the orchid.  
 dance hula.  
 tree coconut tree.  
 fish mahimahi.  
 mountain Mauna Loa.  
 city Honolulu.  
 fruit pineapple.
5. Your shirt is more comfortable than mine. It fits me better.  
 sweater  
 jacket  
 glove  
 coat  
 cap  
 ring
6. A: What's the most useful tool to the farmer?  
 plumber?  
 carpenter?  
 painter?  
 mechanic?
- B: I don't know. We can ask a farmer.  
 (etc.)
7. I saw the most wonderful toy yesterday.  
 movie  
 game  
 book  
 sight
8. The booklet gave us some information about Christopher Colum-  
 encyclopedia a lot of plants. bus.  
 dictionary lots of cement.  
 newspaper food.  
 magazine
- My Weekly Reader
9. Information comes to us every day in many different ways.  
 Information comes to us by messenger.  
 letter.  
 telephone. /telegraph.

10. A: How much information about cities can you find in the encyclopedia?  
schools  
countries  
animals

B: I can find a lot of information about cities.  
some schools.  
lots of (etc.)

11a. Is that information correct?  
helpful?  
useful?  
important?

11b. That information is more interesting than mine.  
helpful  
useful  
important

12. A: Did you have much fun at the beach?  
zoo?  
park?  
football game?  
swimming?  
hiking?  
dancing?  
surfing?

B: Yes, I did. I had a lot of/lots of fun.  
No, I didn't. I didn't have much fun.

13. Swimming is fun.  
Painting  
Hiking  
Surfing  
Running races  
Spearfishing

\* \* \* \* \*

### LESSON IXb - Grade 3

TARGETS: 1. Irregular plural: teeth  
2. Irregular past: told  
3. Strengthening the use of the comparative-superlative with "more - most"

NOTES: 1. Substitute names of children.  
2. Children can tell about a Halloween or a bad or frightening experience and tell who was most frightened, or about someone being more frightened than others.

3. Children can tell why teeth are important. They can also tell what different teeth do:  
 A: Some teeth grind the food.  
 B: Some teeth tear the food.
4. The ways of independently eliciting the use of "teeth" would be limited. Most of the practice in the use of the plural would be gotten through the exercises.
5. Use art work or objects around the room to elicit the use of the comparative-superlative with "more - most".
6. Each child can make believe that he has gone to see the dentist, doctor, or to the principal. He tells what they told him: "My dentist told me to brush my teeth regularly."

#### DIALOGUE:

##### Dental Health

Children should visit the dentist every six months. Even the strongest teeth have cavities.

Human beings have two sets of teeth. We call the first set the baby teeth, and the second set, the permanent teeth.

A: I lost a tooth yesterday. It fell out.

B: Was it a baby tooth or a permanent tooth?

A: It was a baby tooth.

B: My mother took my sister and me to the dentist last week. I was the most frightened child in the office. I was more frightened than my little sister.

A: Silly. The dentist won't hurt you. My mother told me that long ago.

B: I found that out. He was the kindest person. He was kinder than my doctor. He told me to open my mouth. He checked my teeth. He told me to come back in six months. Then he gave me a pencil.

A: My dentist gave me the most interesting book. It gave me a lot of information about my teeth. He also told me how to care for my teeth.

#### EXERCISES:

1. A: What is the most beautiful flower here?

B: Well, the gardenia is more beautiful than the rose. It's the most beautiful flower here.

The hibiscus	is more beautiful than the	carnation.
pikaki		crown flower.
plumeria		ginger.

The marigold is more beautiful than the zinnia.  
lehua petunia.  
orchid anthurium.

(As soon as the pattern is set, let the children express their own opinions.)

2. My bike is more expensive than yours.  
wagon  
model plane  
baseball glove  
toy truck  
football

It was the most expensive bike in the store.  
(etc.)

3. (Name) has the most interesting rock collection of all of us.  
difficult puzzle  
beautiful curls  
colorful dress  
shirt

4. Some animals are more dangerous than others.  
insects  
plants  
tools  
machines

5. A: What is the most dangerous animal?  
insect?  
plant?  
tool?  
machine?

B: Let's find out. We can look for the information in the encyclopedia.

6. The dog's teeth were sharp.  
shark's yellow.  
wicked-looking.
7. Some animals use their teeth to defend themselves.  
tear food.  
chew food.  
grab things.  
carry things.
8. Some animals' teeth are sharp.  
blunt.  
large.  
small.  
dangerous-looking.

9. (Change to the plural):  
 I saw a shark's tooth.  
 An elephant's tooth is large.  
 The dentist filled my tooth.  
 I pulled my tooth with a string.  
 I lost my front tooth by falling from a tree.  
 This tooth is for chewing.  
 This tooth is for cutting.  
 A mouse's tooth is small.  
 The dentist checked my brother's tooth.  
 sister's  
 aunty's
10. The teacher told us to skip.  
 run.  
 hop.  
 roll.  
 jump.  
 paint.
11. A: Who told you that story? B: My sister did.  
 riddle?  
 joke?
12. My teacher told us a ghost story.  
 funny  
 sad  
 scary
13. She told the children to be quiet.  
 to sit still.  
 to take a nap.  
 to go away.  
 to clean the room.

## LESSON Xa - Grade 3

- TARGETS:**
1. Past progressive
  2. Expletive: it
  3. Preposition: after
  4. Irregular past: forgot
  5. Mass noun: time
  6. Reflexive pronoun: myself

- NOTES:**
1. Other names can be substituted.
  2. To elicit the expletive "it", the teacher can ask the following questions:
    - a. "What was the weather like yesterday? /last weekend?"
    - b. "What kind of weather are we having today?"
    - c. "What time is it?"
  3. Some children can be asked to make believe that they're parents talking to their children. They can tell their "children" the time and what it's time for:  
"It's eight o'clock. It's bedtime."
  4. To elicit the past progressive, the teacher can ask questions about temporary activities that were in progress at some time in the past:  
T: How was he feeling yesterday?  
C: He was feeling better yesterday.
  5. Teacher can ask children to do something independently while she does something else. Then she can turn to one child and ask a question; child in turn asks someone else:  
T: What was Jon doing?  
A: He was tapping his desk. (Name), what was Derek doing?  
B: Derek was scratching his ears.
  6. Teacher can ask each child the question:  
"Did you ever forget to do something important?" or  
"Did you ever forget to bring something to school?"  
Children to answer in complete sentences:  
"I forgot to . . . . ."
  7. Each child tells what he does after school.
  8. Play a game: Teacher gives a word. Then gives two other words. To put the words in alphabetical order, she asks a child which of the two words comes after the first word:  
T: . . . dog. fish -- boy  
C: Fish comes after dog.
  9. Children are to tell what they do "after lunch, recess, school, dinner": "I take a nap after lunch."

## DIALOGUE:

### Saturday

Jon and Derek were planning to go on a hike. They were getting their things together. It started to rain suddenly. They had to call off their hike.

Jon's father was painting the garage by himself that morning. The boys decided to help him. Derek went home after lunch.

Willoughby: I called you this morning but you weren't at home. Where were you?

Derek: Oh, I was at Jon's house. We were planning to go on a hike. But it rained.

Willoughby: What did you do?

Derek: We helped Jon's father. He was painting the garage. Why did you call me?

Willoughby: I wanted you to go to the movies with me. I didn't want to go by myself. It was a good movie.

Derek: It was nice of you to think of me. Jon and I were thinking of going to the movies also. We started to help his father and forgot to watch the time.

## EXERCISES:

1. T: What were you doing at 2:30 yesterday?  
...walking home from school

C: I was walking home from school.

(Note: Teacher can change the time -- at 7:30 this morning, etc. After the children have learned the pattern well, they can ask the question.)

CUES: walking to school                      running on the porch  
         talking with my friends              sitting              "  
         playing on the jungle gym              standing              "

2. A: I saw you yesterday. Where were you going?

B: I was going to the beach.  
         to a picnic.  
         to a friend's house.  
         to Honokaa.

Where were you going?

A: I was running an errand for my mother.  
         going to the store.  
         to the Bookmobile.  
         to the neighbor's.  
         to the laundromat.  
         mailing a letter.

3.     A:  
Why couldn't you play yesterday?  
(Repeat the question)
- B:  
I was sewing     a dress.  
                    an apron.  
                    a blouse.  
                    a cake.  
                    a pie.  
                    some cookies.  
helping     my father.  
              mother.  
cleaning    our yard.  
              house.  
              garage.  
taking      a nap.
4.   The puppy was taking a nap.  
                        chasing a ball.  
                        biting the stick.  
                        chewing on a bone.  
                        jumping on the girl.
5.   The children were playing on the jungle gym.  
                                building with blocks.  
                                catching butterflies.  
                                chasing the dogs.  
                                picking flowers.  
                                painting.
6.   (The teacher might use a clock and ask: "What time is it now?")  
It's eight o'clock.  
     nine       "  
     ten        "  
     seven-thirty.  
     five minutes after eleven.
7.   A:  
It was hot yesterday.  
     cold  
     windy  
     sunny  
     warm  
     cool  
     cloudy  
     awful  
     wonderful  
     beautiful
- B:  
It was hotter the day before.  
     colder  
     windier  
     sunnier  
     warmer  
     cooler  
     cloudier  
     even more awful
8.   It's time for the Captain Honolulu Show.  
                        the newspaper boy to come.  
                        my baby brother's nap.  
                        the mailman.

9. It's fun to roller skate.  
ride the roller coaster.  
camp at the beach.  
swim with fins.  
visit relatives.

10. Is it hard to open this box?  
ride a motorbike?  
learn to swim?  
move this desk?  
climb that tree?  
open that gate?

11. It's easy to obey the rules.  
hit the ball.  
use this map.  
jump this fence.  
catch the bus.  
find the page.

12. A: How much time do you need  
to finish your painting?  
to go to the store?  
to run the errand?  
to work on the airplane?  
to do your arithmetic lesson?  
B: I don't need much time.  
I need a lot of time.

13. Is it time to read?  
go?  
change?  
play?  
leave?  
eat?

14. A: Where do you go after school? (Repeat question)  
B: I go to the baseball field after school.  
to the beach  
to the playground  
to the store  
to my friend's house  
to my cousin's house  
home  
swimming  
riding  
surfing

15. A: What do you do after brushing your teeth?  
(Repeat question with cues)  
B: After brushing my teeth, I rinse my mouth. -- OR  
I rinse my mouth after brushing my teeth.  
CUES: swimming -- shower and go home  
eating -- wash and dry the dishes  
sweeping the room -- sweep the porch  
washing my face -- dry it
16. T: ...say 'goodbye'. This morning I forgot to say 'goodbye'.  
(Repeat with cues)  
C: This morning I forgot to say 'goodbye'.  
CUES: to brush my teeth to empty the garbage can  
to feed my dog to close the door  
to eat breakfast to make my bed
17. A: I forgot my wallet. A: We forgot our library books.  
B: What did he forget? B: What did they forget?  
C: He forgot his wallet. C: They forgot their library books.  
CUES: pencil  
thirty cents  
mother's note  
address  
telephone number
18. I forgot to lock the house.  
turn off the stove.  
feed my baby brother.  
go home right after school.  
wait for my brother at the dentist's office.  
take my sister to the doctor.  
go to the doctor.  
turn off the shower.
- (After practicing and learning the form of this drill, the students  
can add explanatory remarks in another drill.)  
I forgot to lock the house. A thief took my father's wallet.  
I forgot to turn off the stove. The rice burned and filled the  
house with a bad smell.
19. I scratched myself on a kiawe branch.  
bruised the sharp rocks.  
poked with the pencil.  
knicked the pocketknife.
20. I talk to myself all the time. He talks to himself too.  
read reads  
sing sings  
practice by myself practices by himself too.  
come to school by myself comes to school by himself

21. I was home all by myself yesterday. I had to eat by myself.  
play  
study  
watch the house  
feed the dog

22. A: Do you need help in washing the dishes?  
picking the mangoes?  
carrying the groceries?  
fixing the bikes?

B: No, thanks. I can wash them myself.  
pick  
carry  
fix

\* \* \* \* \*

### LESSON Xb - Grade 3

**TARGETS:** 1. Irregular plural: scissors  
2. Strengthening the use of the expletive "it" and the use of the past progressive

**NOTES:** 1. "Scissors" takes a plural verb, whether referring to one or more than one. But when the determiner phrase "pair of" is added, the word takes a singular verb and a singular pronoun:

A: My scissors are sharp. They're sharp.

B: My pair of scissors is sharp. It's sharp.

2. Teacher can ask each child the question:  
"What were you doing at seven o'clock last night?"  
(To elicit the past progressive.)

3. Each child can ask or tell something about scissors:  
"May I borrow your scissors? Mine aren't here."

### DIALOGUE:

#### Sharing

It was after supper. Lorene was playing with her sisters. They were making paper dolls. They were using scissors to cut out the dolls. Lorene's little sister was having a hard time. Lorene was trying to help her.

Lorene: Scissors are to cut with, not to tear with.

Melissa: I can't help it. My scissors won't cut. I forgot my good scissors at school.

Lorene: It's easier to cut with sharp scissors. Try mine. They're

sharper.

Melissa: Thank you. My paper was beginning to tear.

Iwalani: I was using an old pair of scissors, too. It wouldn't cut. So I borrowed Mommy's scissors. She wasn't using them. They're much sharper than mine.

Melissa: It's fun to make paper dolls. Thank you for helping me.

### EXERCISES:

1. I was eating my supper at 6:15 last night.  
washing the dishes.  
playing outside  
riding my bicycle  
taking a bath  
watching TV
2. A: B:  
What was your mother doing after breakfast? She was washing dishes.  
father He reading the paper.  
sister drying the dishes.  
baby brother sleeping.  
sister
3. Setting: Two students meet.  
Teacher: Larna, ask Renee.  
Larna: What were you doing after school yesterday, Renee?  
Cue: ...helping Mrs. Kubota load her car.  
Renee: I was helping Mrs. Kubota load her car.  
CUES: sweeping the room  
doing my chores  
doing my monitor duty  
delivering newspapers
4. A: You saw a lot of animals at the circus. What were they doing?  
B: The elephants were walking in a circle.  
They standing on their heads.  
walking on two legs.  
carrying pretty girls.  
The lions were standing on their hind legs.  
monkeys sitting on huge boxes.  
horses jumping over chairs.  
bears growling at people.  
leaping from box to box.
5. He was dreaming about going fishing.  
to Honolulu.  
catching a big fish.  
a lion.

He was dreaming about riding on a jet.  
a big ship.  
a horse.  
hitting a home run.  
a homer.

6. It was a nice day yesterday.  
beautiful day for swimming.  
good day for baseball practice.  
drinking cold drinks.  
mowing the lawn.  
raking the yard.  
riding around on bicycles.

7. A: These scissors are new. They're newer than mine.  
shiny. shinier  
expensive. more expensive  
big. bigger  
pointed. more pointed

B: Those scissors are sharp. They're sharper than mine.  
dull. duller  
heavy. heavier  
small. smaller  
blunt. blunter

8. This pair of scissors is old. It's rusty.  
That squeaky.  
falling apart.  
chipped.

9. This pair of scissors belongs to (Name).  
I found it in the yard.  
the box.  
my desk.  
my bag.  
on the porch.  
the shelf.  
the teacher's desk.  
the chair.

10. CUE: ..pair of -- on the table  
(Name's) pair of scissors is on the table.

CUE: ..scissors -- on the table  
(Name's) scissors are on the table.

OTHER CUES:

pair of -- in the drawer  
scissors -- in my pocket  
pair of -- on the shelf  
pair of -- under the table

scissors -- in the wastebasket  
pair of -- under my mat  
scissors -- on the chair

## LESSON XIa - Grade 3

- TARGETS: 1. Expletive: there  
2. Prepositions: onto, up  
3. Mass noun: work

- NOTES: 1. Names of children may be substituted.  
2. Since preposition "onto" is not used too frequently, practice will probably be limited to the exercises.  
3. Teacher can ask questions to elicit "there" as an expletive:  
a. How many desks are there in this room?  
b. How much food is there in the supermarket?  
c. How many girls/boys are there in this class?  
d. What animals are there in our zoo?  
4. Children can also play a guessing game and ask each other questions:  
A: Is there a toy in this room?  
B: Yes, there is. There's a doll.  
5. For extra material use "There's a Hole in the Middle of the Sea". Withers, Carl, A Rocket in My Pocket. New York: Holt, Rinehart and Winston, 1948.

### DIALOGUE:

#### Simple Machines

There are many different kinds of machines. Machines helped to make the United States a rich country.

There are huge machines and there are very tiny machines. There are simple machines. There are complicated machines. People aren't strong enough to do many things by themselves. So machines help people do many things.

Three men wouldn't be able to load an 800-pound piano onto a truck by themselves. They can push it up a ramp. This will make their work easier. A ramp is an example of a simple machine. There's another name for a ramp. It's an inclined plane.

Edna: Are there any examples of simple machines in this school?

Mike: Yes, there are. One example is a venetian blind. The venetian blind works on a pulley. And a pulley is a simple machine.

Erlene: That's right. We learned about pulleys. Many small pulleys together can raise something heavier and bigger than the pulleys themselves.

Mike: A pulley has a grooved wheel for a cord or a chain. The cord or chain moves in the groove.

Edna: Is there another example of a pulley here?

Erlene: Yes, there is. The flag pole has a pulley.

Edna: We're lucky to have machines to help us. They do much of our work for us. There are a lot of machines in our homes. We should think about them.

### EXERCISES:

1. (Substitute one slot at a time):

There's      a fly              on the window.  
                 an ant            on your desk.  
                 a spider        on the wall.  
                 a lizard        in the dish.  
                 a moth          in the corner.

A: Is there a fly on the window?

B: Yes, there is.

2. There are many books        in the library.  
                                 magazines  
                                 chairs  
                                 pictures

A: Are there many books in the library?

B: Yes, there are.

3. (Change to interrogative form):

There are a lot of people    waiting outside.  
                                 children  
                                 men  
                                 dogs

4. There's a boy        waiting for you.  
                 girl  
                 man  
                 stranger.  
                 dog

5. There are many things at Kress store.  
         is a ship in the bay.  
         clouds over Mauna Kea.  
         a spider by your hand.  
         a clock on the wall.  
         chairs in the classroom.

6. A: How many doors    are there in this room?  
                 students  
                 people  
                 windows  
                 blackboards  
                 boys  
                 girls

B: There are two doors (etc.) in this room.

7a. (Teacher can create the appropriate setting.)

A: How many bags of rice are there in your store?  
quarts of milk  
pounds of meat  
cans of cat/dog food

B: There are two bags of rice in my store.  
(etc.)

A: Is there (any) (rice) in your store?

B: Yes, there is.

7b. A: How many bags of cement are there by the concrete mixer?  
bags of limestone  
bags of clay  
piles of gravel  
piles of sand

B: There are two bags of cement by the concrete mixer.  
(etc.)

A: Are there any bags of cement by the concrete mixer?

B: Yes, there are.

8. A: How much rice is there on your plate?  
meat  
milk in your refrigerator?  
water in the aquarium?  
sand at Onekahakaha Beach?  
B: There is a helping of rice on my plate.  
a slice of meat (etc.)  
a quart of milk  
a lot of water  
quite a lot of sand

9. Are there three windows in this room?  
Is there a pint of milk in the refrigerator?  
any rice in the bag?  
many wild animals in the forest?  
any boys in your family?  
a good movie in town tonight?

10. He stepped from the ladder onto the roof.  
balcony.  
limb.  
rock.

11. He climbed onto the roof.  
jumped limb.  
leaped horse.  
mule.  
table.  
counter.  
ledge.

12. He lifted the machine onto the table.  
 bag of rice  
 heavy package  
 box  
 cage  
 little boy/girl
13. The men carried the piano onto the truck.  
 chairs  
 tables  
 lamps  
 boxes
14. Walk up the stairs.  
 Run ramp.  
 street.  
 hill.
15. Can you climb up the coconut tree?  
 ladder?  
 steep hill?
16. The cat scampered up the tree.  
 climbed stairs.  
 scooted ladder.  
 dashed pole.
17. Look up the word in the dictionary.  
 information encyclopedia.  
 number telephone directory.  
 address
18. A: How much work is there left for me to do?  
 her to finish?  
 them  
 us
- B: There's a lot of work left.  
 There's not much left to do.
19. This work is too hard for me.  
 easy my brother.  
 us.  
 them.
20. Your work is good.  
 untidy.  
 neat.  
 interesting.
21. A: Is your homework on my desk?  
 arithmetic work  
 spelling work
- B: Yes, it is.  
 No, it isn't. It's in my bag.

## LESSON XIb - Grade 3

- TARGETS:**
1. Preposition: near
  2. Reflexive pronoun: yourself
  3. Strengthening the use of the expletive "there"

- NOTES:**
1. Substitute names of children.
  2. Teacher can place a number of objects on the table (ball, book, jacks, pencil, crayons, etc.) with a cover over them. She uncovers them for a few minutes to let the children see what's there and covers them again. Children guess and tell what there was on the table:  
A: There was a ball.  
B: There were some jacks. OR  
One child asks another child and second child answers:  
A: Jon, was there a ball?  
B: Yes, there was.  
(A picture can be used instead. Children try to remember what things were in the picture.)
  3. Teacher can say to the child:  
"There's a park/beach/school/shopping center/sewer plant. You live close by it. What can you say to tell us that it's close by?"  
C: There's a park near my house. OR  
(Use the Playskool Village set. Have children tell about a location in the village in relation to another location:  
"The church is near the park.")
  4. Teacher can ask each child: "Who lives/sits near you?" or "Who's near you now?"  
C: Darius lives near me.
  5. Another more appropriate event may be substituted if the teacher wishes to do so. (Armed Forces Day, Kamehameha Day, etc.)

### DIALOGUE:

#### The Merry Monarch Festival

There was a parade downtown one Saturday. It was the Merry Monarch Festival parade. There were many beautiful floats. There were lots of people watching the parade. It was a lovely day.

A: There was a parade last Saturday. I went to see it by myself.

B: Weren't you scared to go by yourself?

A: No, I live near town. Anyway, I love parades.

B: So do I. But I missed that parade. Our family went to Kona. Were there a lot of floats in the parade?

- A: Yes, there were. There were marchers and people on horses.  
There was a band also.
- B: What kind of parade was it?
- A: It was in honor of the Merry Monarch.
- B: And who was the Merry Monarch?
- A: He was King Kalakaua.
- B: There's a Kalakaua Park near the post office. Did people name the park after the same king?
- A: Yes, they did. And every year there's a Merry Monarch Festival in Hilo. Oh, I forgot to tell you something else. There was a float for the king and queen of the Festival.

### EXERCISES:

- 1a. I live near her. I live near the Gomez family.  
them. the Lancaster family.  
here. the sewage plant.  
him. the runway.  
you. the highway.  
Dennis. the park.  
school. the bagasse field.  
Gabriel.
- 1b. A: B:  
Do you live near her? Yes, I do. I live near her.  
him? (etc.)  
them?  
me?
- Does she live near her? Yes, she does. She lives near her.
- 2a. A: Is that your pair of scissors near the cupboard?  
shoes the door?  
slippers the table?
- B: Yes, it is. That's my \_\_\_\_\_ near \_\_\_\_\_.  
No, it isn't. Mine's near (Name's).
3. Don't go near the fire.  
edge.  
water.  
runway.  
poisoned weeds.  
machine.
- 4a. There is sand on the floor.  
There's a pile of gravel by her driveway.  
a man knocking on the door.  
a hole in the wall.  
a wastebasket by the desk.  
a car in the driveway.

4b. There are plants in the room.  
 dogs outside.  
 mongooses in the field.  
 bags of cement near the new house.

4c. There are papers under your desk.  
 There is a cockroach in the corner.  
 a bag of rice in her car.  
 concrete around the flower bed.

(Change 4a, 4b, 4c to interrogative forms):

"Is there a pile of gravel by her driveway?"

5a. Is there another carrot in the refrigerator?  
 pepper  
 a quart of milk  
 a new boy/girl in your class?

5b. Are there any tomatoes in the garden?  
 good baseball players in your class?  
 showoffs in your class?  
 puppies in the pet shop?  
 new boys in your club?  
 apples left in the refrigerator?

5c. Is there a park nearby? Are there parks nearby?  
 beach beaches  
 store stores  
 school schools

6. You should be able to feed yourself.  
 bathe  
 dress  
 take care of

7. A: Can you finish the homework by yourself?  
 housework  
 yardwork  
 work on the board

B: Sure, I can finish it by myself.

8. A: I need help to catch the bird. B: Catch it yourself. I'm busy.  
 fix the bike. Fix  
 look for the quarter. Look for  
 cook the meat. Cook  
 build the shelter. Build

9. A: There's a lot of food on the table. Help yourself.  
 There are doughnuts  
 barbecue meat  
 cherries/macadamia nuts

B: Thanks. I'll help myself to the food.  
 (etc.)

## LESSON XIIa - Grade 3

- TARGETS:**
1. Tag questions
  2. Mass nouns: wool, hair
  3. Irregular plurals: sheep, clothes
  4. Irregular past: came

- NOTES:**
1. Substitute names of children.
  2. Teacher can translate into SE those sentences that children use in HID as tag questions. These are HID sentences usually ending in "huh?" or "yeh?"  
HID: "You going, yeh?"  
SE: "You're going, aren't you?"
  3. Children can ask tag questions about where someone lives, or what they like or dislike:  
A: You live on Pua Avenue, don't you?  
B: Yes, I do.
  4. Refer to the Pronunciation Section of the Manual for intonation patterns to use with tag questions.
  5. To elicit other tag questions, have the children:
    - a. Guess what someone is drawing on the chalkboard:  
"It's a house, isn't it?"  
Child drawing can reply:  
"Yes, it is," or "No, it isn't."
    - b. Guess what thing or things are in the closet, desk, or box:  
"There's a broom in the closet, isn't there?"  
"There are pencils in the desk, aren't there?"  
Others can look in the closet, desk, or box and reply:  
"Yes, there is/are," or "No, there isn't/aren't."
    - c. Ask about the time indicated on clock set by teacher:  
"It's 8 o'clock, isn't it?"
    - d. Ask about today's or yesterday's, etc., weather:  
"It's sunny today, isn't it?"  
"It was raining yesterday, wasn't it?"  
To which others will reply:  
"Yes, it is/was," or "No, it isn't/wasn't."
  6. Tag Questions: If the statement is affirmative, the attached question is negative; if the statement is negative, the attached question is affirmative. The person asking a question that begins with an affirmative statement usually expects the other person to agree with him. The person asking a question beginning with a negative statement expects a negative answer. However, the person responding may either agree or disagree.

7. Children tell each other what they know about sheep.
8. Each child can describe his own or someone else's hair:  
"My hair is long."
9. Teacher can ask a child: "Did you ever have a visitor?  
Tell me about someone who came to visit you or the school."
10. The dialogue and exercise 21 are marked with intonation patterns. The teacher should adhere to these patterns until the children are familiar with them. She may then vary the emphasis, but the intonations on the tag questions should not be varied.

## DIALOGUE:

### Wool

Do you have a wool sweater? Some of you may have other woolen clothes. Wool comes from sheep. Sheep grow wool the same way your dog or cat grows hair.\*

The sheep's wool is sheared in spring.\* This doesn't hurt the sheep. They go right out to the pasture and start growing another coat of wool.

The wool from many sheep helps to make woolen clothes.

A: That's a new sweater, isn't it?

B: Yes, it is. It was a birthday present.

A: It feels so soft and cuddly. It keeps you warm, doesn't it?

B: Yes, it does. Would you believe it? This used to be on a sheep.

A: You don't mean the sweater, do you?

B: No, I don't. Silly. I'm really talking about the wool.

It came from a sheep.

A: You're right. The people at the mill clean and comb out the wool, don't they?

B: Yes, they do. They use big machines.

A: There are machines to do almost everything now, aren't there?

B: Yes, there are.

\* Not introduced as a target yet but used here out of necessity.

### EXERCISES:

1. The milkman comes to our house almost every day.  
T: ... yesterday  
C: The milkman came to our house yesterday.  
T: ... the mailman  
C: The mailman comes to our house almost every day.  
T: ... yesterday  
C: The mailman came to our house yesterday.  
CUES: the neighbor's dog                      my auntie  
         the neighbor's cat                     my cousin  
         some mynah birds                     (Name)
2. A: Did the milkman come yesterday?  
         mailman  
         neighbor's dog  
B: Yes, he did.  
     No, he didn't. But he came the day before.

### (Notes:

1. If the children have difficulty, have them first say the sentences without the tag and then add the tag.
2. Go through the exercises using the falling intonation first. When the children are familiar with this pattern, go through the exercises again using the rising intonation. Then finally, combine both patterns.)

3. (Teacher can create the appropriate setting - visiting a sheep ranch, etc.).

A: The wool from that sheep was very dirty, wasn't it?  
this clean,  
these thick,  
those shaggy,  
fluffy,  
ugly,  
pretty,  
smelly,

B: Yes, it was.  
No, it wasn't.

4. A: The wool is soft, isn't it? B: Yes, it is.  
smooth, No, it isn't.  
light,  
heavy,  
pretty,

5. People make sweaters from wool, don't they?  
blankets  
coats  
stockings

6. A: Edna has long hair. B: (Name) does too, doesn't she?  
She short  
Jon straight  
He soft  
My doll pretty  
It shaggy  
shiny  
blond  
brown  
red

7. A: Red hair is nice, isn't it? B: Yes, it is.  
Brown No, it isn't.  
Black  
Short  
Long  
Curly  
Straight

8. A: Did you see any animals? (Repeat question)  
B: Yes, we did. We saw a goat and a sheep.  
two goats three sheep.  
a cow four sheep.

9.     A:  
I gave him a sheep.

B:  
I gave him two sheep.  
                a dozen sheep.

Did you give (Name) any sheep?     Yes, I did.  
  I gave him one sheep.  
  some sheep.

10. A: A sheep is sleeping near the fence.  
B: Two sheep are sleeping near the fence.

CUES: standing by a tree     -- some sheep  
       following the farmer   -- many sheep  
       drinking some water   -- those sheep  
       running from a dog     -- several sheep

11. Emmett's clothes were in the closet.  
Their washing machine.  
His/Her laundry basket.  
Our/My

12. A clown's clothes are usually colorful.  
       silly.  
       funny.  
       bright.

13. A: Did you receive any clothes for your birthday?  
B: Yes, I received a new shirt.  
       pair of socks.  
       swimming suit.  
       blouse.  
       skirt.

14.     A:  
It's sure hot today, isn't it?

B:  
Yes, it is.  
No, it isn't.  
It's cold.  
       cool.

warm  
cool  
wet  
windy  
rainy

15.     A:  
It's cooler today, isn't it?

B:  
Yes, it is.  
No, it isn't. Yesterday  
was better. (etc.)

warmer  
hotter  
colder  
windier  
rainier  
cloudier  
sunnier

16.       A:  
You live             in Hilo, don't you?                       B:  
Emmett lives       in Keaukaha, doesn't he?               Yes, I do.  
                        on Desha Avenue,                       Yes, he does.  
                        on Pua Street,                       No, he doesn't.  
                        near the school,                      No, I don't. But  
                        near Jon's house,                      (Name) does. (etc.)

17.       A:                       This lei is pretty, isn't it?  
                        flower   B:  
                        dress    These leis are pretty too, aren't they?  
                        shell    (etc.)

18a. It's time for spelling, isn't it?                       Yes, it is.  
                        lunch,   No, it isn't.  
                        a nap,  
                        P.E.,  
                        to go to school,  
                        home,

18b.       A:                       It isn't time for recess yet, is it?                       B:  
                        bed    Yes, it is.  
                        lunch   No, it isn't.  
                        swimming

19a. There's a monkey in the zoo, isn't there?  
                        piece of candy on the plate,  
                        slice of meat in the refrigerator,  
                        child hiding in the closet,  
                        repairman on the roof,  
                        pair of scissors on the table,  
                        sheep in the yard,

19b. There are monkeys in the zoo, aren't there?  
                        pieces of candy on the plate,  
                        slices of meat in the refrigerator,  
                        children hiding in the closet,  
                        repairmen on the roof,  
                        scissors on the table,  
                        sheep in the yard,

20.       A:  
That flower is pretty, isn't it?                       B:  
         lei beautiful,  
         mango delicious,  
         guava sour,  
         orange sweet,  
         pineapple ripe,  
         fish huge,

Those flowers are pretty too, aren't they?  
(etc.) (etc.)

Yes, they are.  
(etc.)

Today's Sunday, isn't it?  
Monday,  
a school day,  
a holiday,

Yes, it is.  
No, it isn't. It's \_\_\_\_\_.

Yesterday was Sunday, wasn't it?  
(etc.)

Yes, it was.  
No, it wasn't. It was \_\_\_\_\_.

21a. A: Aren't you going to help us with our May Day <sup>↑</sup>program?

Can you help us

B: I can't do <sup>↓</sup>anything.

dance the hula.

A: You can play the ukulele, though, can't <sup>↑</sup>you?

ipu

B: I can, but I don't want to.

21b. Jon: Derek can't play the ukulele.

ipu.  
drums.

Gabriel: He can, too. (Turns to Derek) Derek, you can

play the ukulele, can't <sup>↑</sup>you?

ipu,  
drums,

Derek: Sure, I can.

21c. Jewelyn: I saw Erlene with her brother yesterday.

<sup>↓</sup>  
sister  
pet monkey

Mabel: Erlene doesn't have a brother.  
sister.  
pet monkey.

Jewelyn: Sure, she does. (Turns to Erlene) Erlene, you  
have a brother, don't you?  
sister,  
pet monkey,

Erlene: Yes, I do.

21d. Darren: We're going to have a play.

Emmett: And we're going to need a baby in our play.  
(Turns to Mildred) You have a baby brother,  
don't you? Why don't you bring him?

22. The baby's clothes were wet.  
dirty.  
new.  
pretty.

23. My clothes are getting too small. I'll give them to my sister.  
tight.  
faded.  
old. I'll throw them away.  
shabby.  
worn.

## LESSON XIIIa - Grade 3

- TARGETS:**
1. Complex sentences
  2. Mass nouns: sight, paper, smell, candy, taste, touch

- NOTES:**
1. Let children take parts.
  2. Use pictures, objects, realia, and ask children what sense is being used. The children use the pattern from the dialogue:  
T: (...dog)  
C: When I pet a dog, I'm using my sense of touch.  
When I hear a dog barking, I'm using my sense of hearing.
  3. Since the mass nouns "sight, smell, taste, touch" are not used very frequently, it isn't necessary to spend too much time trying to elicit them independently.
  4. Have each child state:
    - a. What he would do if he had a hundred dollars:  
"If I had a hundred dollars, I would . . . "
    - b. What we should/must do or shouldn't/mustn't do if there's a fire:  
"If there's a fire, we should/must or shouldn't/mustn't . . . "
  5. Have each child state what book, activity, etc., he enjoys/enjoyed best of all and the reason for his choice:  
"I enjoy going to the beach best of all because I like to swim. "
  6. For extra material use "Curious Something" by Winifred Welles. Arbuthnot, May Hill, Time for Poetry. Chicago: Scott, Foresman and Company, 1952, p. 120.

### DIALOGUE:

#### My Five Senses

I see with my eyes.

I touch with my fingers.

I smell with my nose.

I hear with my ears.

I taste with my tongue.

I have five senses.

A: When I see the stars, a mynah bird, or my mother, I'm using my sense of sight. I'm seeing.

B: When I smell food, or burning paper, or a gardenia, I'm using my sense of smell. I'm smelling.

C: When I taste a lemon or a bar of candy, I'm using my sense of taste. I'm tasting.

D: When I feel rain on my hand or touch a piece of sandpaper, I'm

using my sense of touch. I'm touching.

E: When I hear the jet overhead, or the footsteps and shouts of children, I'm using my sense of hearing. I'm hearing.

F: Sometimes I use only one sense at a time. Sometimes I use several senses at one time. Each sense is important to me.

### EXERCISES:

1. My sense of smell isn't very good.  
The dog's sense of hearing  
My grandma's sense of taste  
touch  
sight
2. I make crunching sounds when I eat carrots.  
nuts.  
potato chips.  
green mangoes.  
celery sticks.
3. When I win a race, I feel happy.  
lose sad.  
see excited.
4. A: How do you feel when you see a rainbow?  
(Repeat question with cues)  
B: When I see a rainbow, I feel happy.  
smell a gardenia,  
ride a bicycle,  
eat some litchis,
5. A: What do you do when you wake up late?  
B: When I wake up late, I hurry.  

<u>CUES: For Child A</u> it's time to eat a jet flies over it rains school's out there's a fire drill	<u>For Child B</u> go to the cafeteria cover my ears play in the house go home walk out quickly and quietly
--	--
6. My brother can't come because he has a toothache.  

sister teacher friend mother father	she stomach ache. headache. lot of homework to do. housework yardwork
---	--
7. My sweater is better than yours because it's softer.  
jacket are they're warmer.  
shoes shinier.  
scissors sharper.

My slippers are better than yours because they're more comfortable.

watchdog is  
book

it's more ferocious.  
interesting.

8a. If it rains tomorrow, we'll stay at home.

play indoor games.  
play under the house.  
make mudpies.  
take our raincoats.  
umbrellas.

8b. If it's sunny tomorrow, we can go swimming.

fishing.  
to the zoo.  
to auntie's house.  
around the island.

9. A: (Name) wants to know if you can fix his/her bike now.

B: Tell him/her I'll fix the bike later.

CUES: play football now  
play baseball now  
go to the store now  
build the doghouse now  
help him/her with his/her homework now

10. My sense of sight is valuable to me. It lets me read a book.

Our	important	us.	us	map.
Gabriel's		him.	him	watch movies.
His		him.	him	watch football games.
Your		you.	you	TV.
(etc.)				(etc.)

11. My eyesight isn't very good. I wear glasses.

His	He	wears
My grandfather's	He	
Mother's	She	

12. Her eyesight is good at night.

His  
A cat's  
A mouse's  
A rat's

13. Our sense of smell helps us to enjoy perfumes.  
flowers.  
roses.  
plumerias.  
gardenias.  
carnations.  
food.

14. My sense of smell isn't very good. I have a cold.  
 The dog's It has  
 My grandma's She has
15. A dog's sense of smell is usually very good.  
 cat's  
 mouse's  
 cow's  
 horse's
16. The smell of roses is nice and sweet.  
 plumerias  
 gardenias  
 carnations  
 pikake blossoms
17. The smell of food makes me hungry.  
 hamburger  
 barbecue meat  
 candy makes me happy.  
 flowers  
 mangoes
18. My sense of taste lets me enjoy drinks.  
 food.  
 oranges.  
 litchis.  
 mangoes.  
 bananas.
19. Taste tells us when our food is salty.  
 sweet.  
 sour.  
 good.  
 too sweet.  
 too salty.  
 spicy.  
 bad.
20. When I have a cold, my sense of taste is weak.  
 you your  
 we our  
 (etc.) (etc.)
- 21a. Water doesn't have much taste.  
 Milk  
 Rice
- 21b. Water doesn't have much taste, but salt water does.  
 Plain milk chocolate milk  
 Boiled rice Spanish rice

22. Our touch tells us that something is rough.  
soft.  
sandy.  
hard.  
round.  
flat.  
bumpy.  
smooth.  
greasy.  
wet.  
dry.
23. I'm using my sense of touch when I pat something.  
poke  
shove  
scratch  
rub  
slap
24. This piece of paper is stiff. I can write on it.  
thick. fold it.  
thin. crumple it.  
rough. rip it.  
smooth. draw on it.  
make a house with it.  
make a kite with it.
- 25a. Paper comes in sheets.  
packs.  
rolls.  
boxes.
- 25b. Paper comes in sheets, doesn't it?  
(etc.)
26. A: Does that paper come in bigger sheets? B: Yes, it does.  
longer rolls? No, it doesn't.  
wider
27. A: How much paper do you have? B: I have a lot of paper.  
(Repeat question) one pack of  
a whole roll of  
a whole stack of
28. T: What kind of candy do you like?  
C: I like hard candy. It lasts a long time.  
chocolate candy. tastes good.  
peppermint candy. melts in my mouth.  
makes my mouth feel cool.  
tastes like a pineapple.

29. Too much candy is bad for your teeth.  
children.  
me.  
babies.
30. How much candy can I buy for a penny?  
with five nickels?  
a dollar?  
five dimes?
31. There are many kinds of candy.  
Candy is sometimes hard.  
sticky.  
gooey.  
crunchy.  
chocolate-coated.  
soft.  
chewy.
- Candy comes in bars.  
bags.  
chunks.  
boxes.  
sticks.

\* \* \* \* \*

### LESSON XIIIb - Grade 3

- TARGETS:**
1. Mass nouns: sleep, posture
  2. Strengthening the use of complex sentences
  3. Strengthening the use of the irregular past "told"

- NOTES:**
1. Substitute names of children.
  2. Ask each child to tell about what he does when he goes to the beach/goes camping, or what he'll do when he grows up. Ask him to use the clause beginning with "when".
  3. Each child can ask another child a serious or funny question beginning with:  
"Did you know that/where \_\_\_\_\_?"
  - 4a. To elicit the complex sentence structure use of "because" ask children questions about the dialogue: Examples:  
"Why is good posture important?"  
"Why is it that we can bend over and not break our backs?"  
"Why should we exercise?"  
"Why should we eat proper food?"
  - 4b. Ask children to tell why they like or dislike certain things or certain holidays:

- "I like Halloween because I like to go trick or treating."
5. The use of the mass nouns "sleep" and "posture" will be very limited. Practice can be limited to the exercises.
  6. For extra material:
    - a. "Hush Little Baby", collected by Jean Ritchie.  
From Music in Our Town, (c) 1956, 1962, Silver Burdett Company. (Children can be encouraged to make up their own words to the song.)
    - b. "Posture" in Speech Activities in the Elementary School. Department of Education, Honolulu, p. 75.
    - c. "If All Were One". Rasmussen, Carrie, Let's Say Poetry Together. Minneapolis, Minnesota: Burgess Publishing Company, 1962, p. 44.

## DIALOGUE:

### Posture

"Sit up straight." "Don't slouch." How often do you hear these words? Do your parents often remind you about your posture? They do it because they want you to grow up tall and straight.

Good posture means standing and sitting up straight. Good posture makes you look and feel better.

A: Did you know that your backbone isn't one bone? Did you know that many small bones make up your backbone? These small bones join together to make up your backbone.

B: I didn't know that. Who told you that?

A: My teacher did.

B: Now I know why I can bend over and touch my toes. I can bend over because my backbone isn't one bone.

A: But I wonder what keeps our backbone straight?

B: I think that muscles do that. That's why we need strong muscles.

A: How do we develop strong muscles?

B: My father told me that exercises build strong muscles. To have strong muscles, we also need to eat proper food.

A: Is sleep important?

B: It's good for healthy bodies. It must be good for strong muscles.

A: You're right.

## EXERCISES:

1. Did you know that (Name)      went to the mainland?  
   moved to Kona?  
   plays the ukulele?  
   didn't come to school?  
   lost the race?/is crying?

2. (Name) told me that the volcano is erupting again.  
 I think that he has a new bicycle.  
 How do you know that a tidal wave is coming?  
 his rabbit had some babies?  
 she's leaving?  
 it's supposed to rain today?  
 Who told you that today's my birthday?  
 April Fool's Day?  
 a holiday?
3. I'm stronger than you because I exercise.  
 drink a lot of milk.  
 eat a lot of good food.  
 get a lot of sleep.
4. A: Do you know why (Name) didn't come to school today?  
 (Repeat question)  
 B: (Name) didn't come to school today  
 because he's sick.  
 watching his baby sister.  
 in the hospital.  
 A: Do you know why (Name) is crying?  
 (Repeat question)  
 B: (Name) is crying because he has a toothache.  
 forgot his books.  
 fell down.  
 lost his book.
5. Tell me where you found my pencil.  
 wallet.  
 eraser.  
 ruler.  
 purse.
6. Teacher holds up visual cues -- CUE: pencil  
 A: Where's my pencil?  
 T: (Indicates by gesturing) -- ...in the crayon box  
 B: I can tell you where it is. It's in the crayon box.  
Other visual cues:  
 pen  
 eraser  
 book  
 notebook  
 ruler  
Other locations:  
 on the floor  
 under your book  
 in your desk  
 in the corner
- 7a. That's where people vote.  
 I want to go.  
 the boats dock.  
 I found a marble.

- 7b. Is that where people vote?  
the boats dock?  
(Name) lives?
8. The story tells where early explorers went.  
book birds go in the winter.  
magazine the early Hawaiians lived.
9. T: ...the movie  
A: I'd like to know when the movie starts.  
B: I can tell you when it starts -- at 8 o'clock.  
CUES: the Flipper Show  
the program  
the puppet show  
the concert
- 10a. The teacher visited me when I was sick.  
He  
She  
My mother  
My father  
Daniel
- 10b. The teacher visited me when I was sick.  
her she  
them they were
- 10c. A: Who visited you when you were sick?  
her she was  
them they were  
B: The teacher visited me when I was sick.  
her she  
(etc.)
- 10d. Did the teacher visit you when you were sick?  
(etc.)
- 10e. The teacher visited you when you were sick, didn't she?  
(etc.)
11. A: If you let me play with your pet, I'll let you play with mine.  
kite,  
truck,  
puppet.  
B: You can play with it if you promise not to hurt it.  
tear  
smash  
break
12. (Direct to Indirect Statements):  
Teacher cues Child A, then asks Child B what Child A is doing,  
and Child B reports with an indirect statement which changes  
the word order of the question asked by Child A.

Pattern:

1. Teacher cue: "glass of milk"
2. Child A to father: "Could I have a glass of milk?"
3. Teacher to Child B: "What is (girl's name) asking father?"
4. Child B: "She's asking her father if she could have a glass of milk."

(Same steps and framework for (b) and (c), but the shift to (b) and (c) exercises should be preceded by modeled examples of those types of questions and indirect statements.)

a. (To father):

A: Could/Can I have a birthday party?  
a new bike?  
a new pair of shoes?  
another umbrella?  
a baseball uniform?

B: She's asking her father if she could have a birthday party.  
He's his he can (etc.)

b. (To mother):

A: What should I wear to school?  
wear to the picnic?  
take to Grandmother's house?  
take to Auntie's house?  
take to my friend's house?

B: She's asking her mother what she should wear to school.  
He's his he (etc.)

c. (To a friend):

A: Where's your dog?  
your sister?  
your football?  
the fish?  
the fight?  
the J. P. O. ?

B: She's asking where her dog is.  
He's his (etc.)

13. Boys need lots of sleep.

Girls a lot of

Children

People

We

14. Sleep refreshes our body.

helps

strengthens

rests

15. A: How much sleep do you usually have? /get?  
 B: I usually have eight/nine (etc.) hours of sleep.  
       get a lot of sleep.
16. You/They have good posture.  
 He/She has  
 (Name)
17. His/Her posture's good.  
 Your/Their  
 (Name's)
18. You have good posture, don't you?  
 He has doesn't he?  
 (etc.) (etc.)
19. My grandfather's posture is not very good.  
       friend's  
       cousin's  
       sister's  
       father's
20. Good posture means not slouching.  
                           holding your head up.  
                           standing straight.  
                           sitting straight.
21. Good posture makes you feel better.  
                           look better.  
                           feel more comfortable.
22. Yesterday my teacher told us a story about the Pilgrims.  
   dinosaurs.  
   Columbus.  
   King Kamehameha.  
   a pig and a spider.
23. A: What did John tell you yesterday?  
 B: He told me that he was sick.  
                           has a new baby brother.  
                           saw the eruption.  
                           visited Kona.  
                           has a surprise for me.
24. (Change to the past tense at cue: "last week"):  
 (Name) tells us a story every day.  
                           riddle  
                           joke

## GLOSSARY OF TERMS

**aspiration:** Strictly speaking, the explosion of English voiceless plosives, /p/, /t/, and /k/ with a strong puff of air.

**backward build-up:** A technique for teaching utterances of more than six or seven segments. Breaking them from the end into small logical segments helps teachers and children maintain the appropriate intonation. Each segment is modeled by the teacher and repeated by the students. After the individual segments are learned, the entire utterance is repeated.

**consonant cluster:** A consonant cluster is a combination of two or more consonants which are pronounced in close succession. A cluster may occur at the beginning of words, in the middle, or at the end.

**cue:** A word, picture, or gesture that stimulates the desired response.

**dialect:** "A variety of a language, regional or social, set off (more or less sharply) from other varieties by (more or less clear) features of pronunciation, grammar or vocabulary." (Defined by Raven I. McDavid in "The Dialects of American English," The Structure of American English by W. Nelson Francis, Ronald Press, New York, 1958, p. 480.)

**idiolect:** "...the speech pattern of one individual at one particular time of his life." (Dialects - U.S.A., Jean Malmstrom and Annabel Ashley, N.C.T.E., Champaign, Illinois, 1963, p. 3.)

**internalize:** Learn to manipulate automatically.

**intonation:** The melody of a language produced by the rise and fall of the voice.

**minimal pair:** Two words that sound alike except for one phonemic (sound) difference; e. g. , bag/back; sheep/ship; bit/pit.

**model:** A basic utterance or pattern spoken by the teacher or a native speaker either live or on tape which the children imitate.

**native speaker:** A person born in the language community or one who has learned the language (including its gestures) so thoroughly that he could be mistaken for a native.

**pattern practice:** A drill or exercise designed to give learners intensive repetition of a language item. The practice may consist of repetition of a model, or it may involve substitution, additions, deletions, or combinations of words in the model or pattern being learned.

**phoneme:** The smallest unit of sound which distinguishes one word from another, that is, which makes a difference in meaning between two words; /p/ and /b/ are phonemes because they make a meaning difference in words like pit/bit or pat/bat. (Allophone: One of the variant sounds of a phoneme. For example, the different "p" sounds in "pill," "spill," "cup" are all variants, or allophones, of the phoneme /p/.)

**repertoire:** Fund of responses that are automatically available for use at will.

**rhythm:** The regular repetition in speech of stressed syllables or words.

**segment:** A syllable of a word, or a meaningful group of words in an utterance; e.g., mean/ing/ful; box/es; I went/ to the store.

**stress:** The prominence of syllables in speech. In English, we distinguish word stress, phrase stress, and sentence stress. The stressed syllable in English is a little longer and louder than others.

**structure:** 1) The recurring patterns of the language as they occur in forms of words and in arrangements of words in utterances.  
2) The grammar of the language.

**voiced sound:** A sound made with the vocal cords vibrating as in all vowels and certain consonants such as /b/, /d/. The vibration of the /z/ can be felt by putting a finger on the Adam's apple.

**voiceless sound:** A sound made while the vocal cords are not vibrating; e.g., /p/, /t/.

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